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**REPORT TO**  
**STATE EVALUATION COMMITTEE**  
**ON TEACHER EDUCATION**  
on  
**NORTH CAROLINA COLLEGE AT DURHAM**  
by  
**THE VISITATION COMMITTEE**  
**April 25-28, 1965**

**Division Of Professional Services**  
**State Department Of Public Instruction**  
**Raleigh, North Carolina**



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STATE EVALUATION COMMITTEE  
ON TEACHER EDUCATION

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## INTRODUCTION

In 1925, the North Carolina College at Durham was created as a State-supported liberal arts college for Negroes, the only college of its kind in the United States.

The College has had and is continuing the dual purposes of preparing teachers and of providing a liberal arts education.

The degrees of Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Master of Education are now offered by the College to a fall 1964 enrollment of 2,372 undergraduates and a large graduate enrollment.

At the undergraduate level, programs are offered for the preparation of secondary school and special subject teachers of art, business education, English, health education, home economics, Latin, library science, mathematics, modern foreign languages (French, Spanish, and German), music, physical education and health, science, and social studies.

Graduate programs are offered in elementary education; secondary and special subject areas of business education, English, health education, home economics, Latin, library science, mathematics, modern foreign languages (French, Spanish, and German), music, physical education and health, science, and social studies; and in the special service areas of counseling, supervision, and the principalship.

The College was visited on April 25-28, 1965, by the following committee, which herewith submits its report.

Dr. Ben Horton, Chairman  
Appalachian State Teachers College

Dr. J. P. Freeman, Consultant  
State Department of Public Instruction

Dr. Howard Boozer  
State Board of Higher Education

Dr. Walter Daniel  
A. & T. College



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Mr. Perry Kelly  
State Department of Public Instruction

Dr. Richard Barnett  
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Miss Cora Paul Bomar  
State Department of Public Instruction

Dr. Catherine Dennis  
State Department of Public Instruction

Miss Ella S. Barrett  
State Department of Public Instruction

Dr. Olan Petty  
Duke University

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State Department of Public Instruction

Dr. James Valsame  
State Department of Public Instruction

Dr. Voris Bailey  
State Department of Public Instruction

Mrs. Pearl Ramos  
State Department of Public Instruction



UNDERGRADUATE PROGRAMS  
STANDARD I--OVERALL POLICIES

A. PURPOSES AND OBJECTIVES

North Carolina College at Durham was created as a private institution in 1910. By 1915 it was called the "National Training School." In 1923 it became a tax supported institution with the name "Durham State Normal School," indicating teacher training as its primary function. In 1925 it was re-created as the State's liberal arts college for Negroes, the first of its kind in the nation.

In 1957, the North Carolina General Assembly re-stated the purposes of the institution as follows:

The primary purpose of North Carolina College at Durham shall be the undergraduate instruction in the liberal arts and sciences, the training of teachers, supervisors and administrators of the public schools of the state, and such graduate and professional instruction as shall be approved by the Board of Higher Education, consistent with appropriations made therefor.

This general statement was followed, in 1960, by additional objectives developed at the College and adopted by the Board of Trustees:

1. To educate young men and women in the disciplines of the arts and sciences, taking into consideration the everchanging nature of content in these disciplines.
2. To extend the frontier of knowledge through research and scholarship.
3. To counsel students regarding vocational opportunities and to assist them in developing competence in selected vocations.
4. To promote within the scholarly community experiences designed to assist these students in forming value judgements, in realizing moral purposes, in developing social competencies which will enable them to live intellectually, creatively, and abundantly in our democratic society.

The above statements appear in the College catalog, and due note is also taken there of the "dual purpose" (mandate) of the institution (1) to provide instruction in the arts and sciences, and (2) to educate teachers and other personnel for the schools.



The present teacher education program has undergone considerable reconstruction during the past five years and has engaged the faculty and the Bureau of Educational Research in college-wide curriculum study and program reappraisal. The study and changes made in the teacher education program during these years were beneficial in preparing the College for a visitation from the National Council of Accreditation of Teacher Education, which accredited the College in 1963.

The objectives of teacher education have developed over the years within the dual mandate of the institution. The basic purpose of the teacher education program is to prepare teachers for the secondary schools. The basic assumptions implicit in the formulation of teacher education objectives (and their implementation), as reported by the College are:

1. A strong liberal arts curriculum should undergird the teacher education program at North Carolina College.
2. A program of teacher education can be designed to foster the development of specific types of professional competence.
3. The specific objectives for the experimental teacher education program should be stated in terms of types of competence to be developed by persons in the program.
4. The program should be evaluated in terms of the extent to which opportunities for the development of each competence are provided and the extent to which students develop each type of competence.
5. Responsibility for the planning and administration of teacher education should be clearly delegated to a Teacher Education Council which has authority to act within the framework of institutional policies.

Many have shared in the formulation of the objectives of the teacher education program. The Curriculum Committee, with the Dean of the Undergraduate School as its chairman, is responsible for all undergraduate curricula except teacher education.



The Council on Teacher Education is the governing body for the undergraduate program in teacher education. This Council is composed of twelve members appointed by the President from various departments. Its chairman and executive officer is the Chairman of the Department of Education.

The Council on Teacher Education is concerned with the continuous development and improvement of the undergraduate teacher education program. Its purpose is to assure consistent policies and practices so as to realize the stated objectives. Its responsibility reaches into the area of admissions, curricula, administration, standards, and evaluation (including experimental programs and innovations).

The Committee on Teacher Education of the Department of Education is an important agency for developing and recommending proposed policies, plans, and procedures to the Council on Teacher Education, and carries out many policies established by the Council.

The following contribute to the accomplishment of the stated teacher education objectives: the Council on Teacher Education, faculty, physical facilities, field facilities, and research resources. The basic facilities for carrying out the programs include adequate classrooms for instruction, a central library and audiovisual aids center, closed circuit television, and a curriculum materials center in the early stages of development. The Bureau of Educational Research provides services which assist in evaluating some facets of the teacher education program.

B. ORGANIZATION AND ADMINISTRATION

The organizational structure and the lines of administrative responsibility for developing and implementing policies for the various programs of the College,





including policies for the programs of teacher education, are shown in Figures 1 and 2. Figure 1 includes the Board of Trustees, administrative officers, administrative units of the institution, and committees and councils which participate in the process of developing and/or carrying out institutional policy. Figure 2 shows in more detail how the institution is organized for developing and executing policies for the various aspects of teacher education.

The Board of Trustees, composed of 12 members, appointed by the Governor, develops the overall policies of the institution. The Board selects the President, who is the chief administrative officer. Assisting the President with the overall administration of the College are: the Deans of the Undergraduate School, the Graduate School, the Law School, the School of Library Science, and the Director of the Summer School. Each of these is responsible to the President for the administration of instructional personnel and curricular programs in the schools or programs over which they preside. Assisted by departmental faculties and chairmen, the student personnel staff of the College, under the Dean of Students is responsible in the area of student affairs, and the Business Manager in the area of fiscal affairs.

In addition, standing committees perform functions which are important to the administrative process. The President is advised on academic and other matters involving institutional policy by an Executive Committee, composed of members of the administrative and academic staff and appointed by the President. Other academic committees appointed by the President and responsible to him are: Academic Appeals, Admissions, Audiovisual Aids, Forum, Research, Scholarship, and Testing.

The Undergraduate Instructional Council, the Teacher Education Council, and the Graduate Council are charged with the responsibility of developing policy governing curricula. The Undergraduate Instructional Council, with the Dean of the Undergraduate School as its chairman, is the governing body for all undergraduate curricula



except those in the field of teacher education. Proposed major changes in policy are subject to review by the President and his advisors.

The Council on Teacher Education is responsible for the undergraduate program. It was organized in 1961 and is responsible for coordinating the various activities in teacher education. It is composed of twelve members appointed by the President from the departments and divisions which are involved in teacher education.

The Council, reportedly:

1. Assures consistent policies and practices with reference to the different segments of the undergraduate teacher education program.
2. Facilitates the continuous development and improvement of the undergraduate teacher education program.
3. Fixes responsibility for the administration of policies agreed upon.
4. Plans and coordinates the undergraduate teacher education curricula.
5. Develops policies that govern the admission of students to the undergraduate teacher education curricula.
6. Develops policies and standards consistent with degree requirements of the College for the satisfactory completion of all teacher education curricula on the undergraduate level.
7. Plans and implements a continuous evaluation of the effectiveness of curricula and procedures.
8. Plans and implements policies and procedures by which new developments in teaching may be identified, explored, and evaluated.
9. Develops policy relating to the advisement of students.

The Chairman of the Council, its executive officer, is also Chairman of the Department of Education. His duties are as follows:

1. Calls Council meetings and presides at their deliberations.
2. Appoints a secretary to keep the minutes and to see that they are properly recorded and preserved.
3. Administers the policies that are approved by the Council.



4. Makes interim decisions concerning matters and problems relating to the program for undergraduate teacher education between meetings of the Council.
5. Serves as liaison person between the Council on Teacher Education and the Graduate Council thereby effecting continuity between the undergraduate and graduate teacher education curricula.
6. Develops, in cooperation with the Admissions and Academic Records officer, a system of registration and enrollment that includes all students who are preparing to teach.
7. Transmits to the Undergraduate Dean recommendations for major policy changes or modifications in the program.

The Committee on Teacher Education of the Department of Education develops and recommends policies, plans, and procedures relating to undergraduate teacher education. The committee studies problems relating to (1) admissions, (2) general education, (3) subject-matter specialization, (4) professional education, and (5) graduation, and makes recommendations to the Chairman of the Council on Teacher Education.

The Dean of the Undergraduate School, within the scope of his authority, acts upon matters relating to the undergraduate program of teacher education coming to him for the Chairman of the Council on Teacher Education. Where policy changes are involved, and in other appropriate cases, the Dean of the Undergraduate School presents to the President, with his advice, the recommendations of the Council on Teacher Education submitted by the Chairman of the Council. The President, with the advise of the Executive Committee, acts on the recommendations and transmits his decisions on the recommendations to the Chairman of the Council on Teacher Education.

The Registrar's Office is the central agency of the institution vested with the authority and responsibility for certifying to the State Department of Public Instruction that a candidate has completed successfully the teacher education program and is recommended by the institution for certification. Before developing

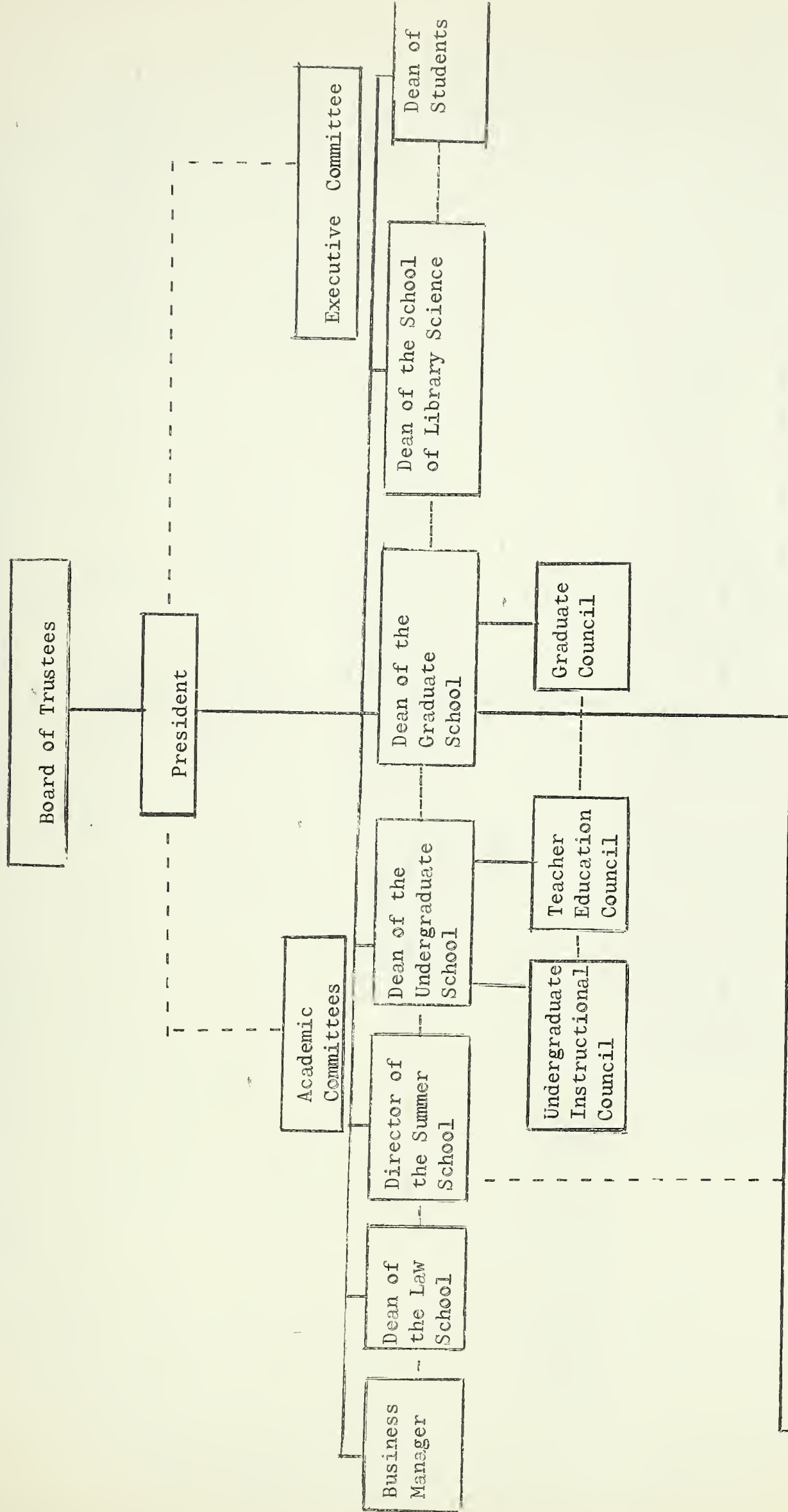


the institutional recommendation to be transmitted to the Department of Public Instruction, the Registrar secures the written approval or endorsement of the Department of Education. The recommendation of the academic department is given a student when it recommends him to the Department of Education for student teaching.





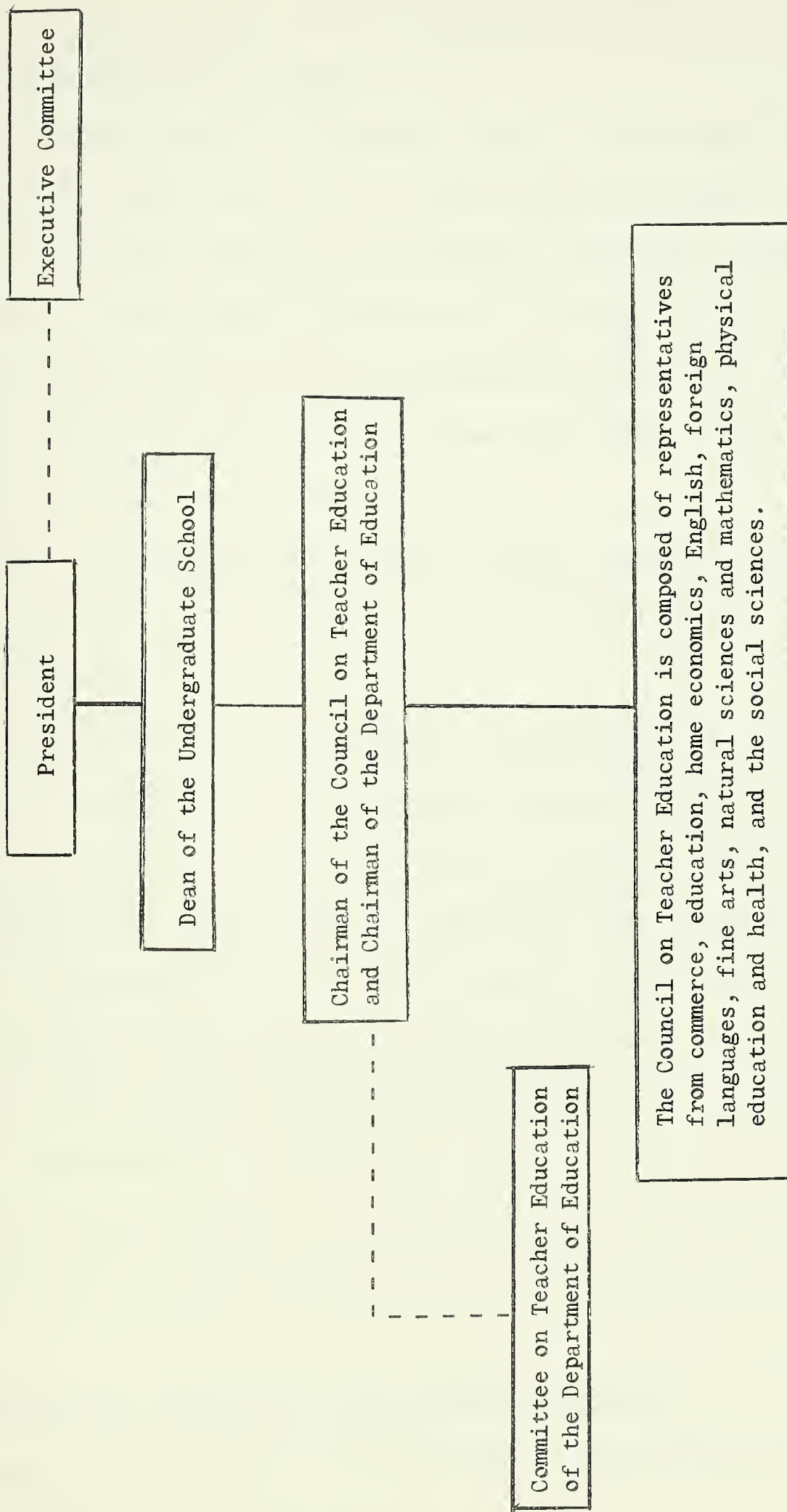
Figure 1 - Organization Chart



21 Departments each administered by a Chairman; 27 fields of instruction; 14 offering both graduate and undergraduate programs, 11 undergraduate only, 1 graduate only and 1 undergraduate and professional.



Figure 2: THE ORGANIZATION OF NORTH CAROLINA COLLEGE FOR UNDERGRADUATE TEACHER EDUCATION





## STANDARD II---STUDENT PERSONNEL PROGRAMS AND SERVICES

### A. INFORMATION TO STUDENTS ABOUT TEACHING

North Carolina College provides information about the teaching profession to high school students through the Committee on Undergraduate Recruitment, which informs students in secondary schools about teaching as a profession, teacher education programs, and requirements for admission to the program at North Carolina College through correspondence, printed and mimeographed brochures, the College's annual catalog, speakers and consultants, and formal and informal discussions with guidance counselors and high school students.

College students are informed about teacher education through the social activities and formal and informal discussions of the college chapter of the Student National Education Association.

Freshmen are also acquainted with programs in teacher education, as well as with other academic programs as part of the required orientation week program.

The basic education course, open to all sophomore students, helps students familiarize themselves with teacher education programs and certification requirements.

The annual group guidance session in teacher education, sponsored by the Teacher Education Council during freshman orientation, acquaints students with the nature and scope of the teacher education program at the College and the requirements for admission to and retention in the program.

There is also a regular seminar at the close of the full-time student teaching experience, to which all students and staff members from teacher education are invited.

### B. DATA COLLECTED ABOUT A PROSPECTIVE TEACHER EDUCATION STUDENT

The following data are collected about prospective students for consideration by a committee on admission to teacher education.



1. Selected biographical information on the applicant.
2. List of general education courses completed during the first two years of college and grades earned.
3. Overall grade point average at end of the sophomore year.
4. Recommendation by the advisor from the subject-matter department in which the applicant will seek certification.
5. Grade point average in English.

C. ADMISSION POLICIES AND PRACTICES

1. Admission to the College

Requirements for admission to the College as freshmen include graduation from an approved high school, rank in the upper two-thirds of the high school class, and presentation of a score on the SAT (no cut-off). In addition, qualities of leadership, personality, and character are sought and the ability to write an acceptable statement outlining the reason for seeking admission to North Carolina College is required.

2. Admission to Teacher Education

All persons who plan to teach are instructed to apply for admission to the teacher education program in the second semester of the sophomore year. Students who decide to apply for admission to the teacher education program after their sophomore year are required to file for application as early as practicable.

Data collected by the Teacher Education Committee is examined to determine whether a candidate satisfies requirements for full admission, which include:

- a. An overall "C" average (1.0 grade point average) on two years of college work.
- b. An average of "C" or better in 13 semester hours of English, including speech.





- c. Freedom from obvious physical and moral defects which would negatively affect performance of the teaching role.
- d. Recommendation by advisor.

Each student receives a letter informing him of the decision of the Committee on Teacher Education. The student who is given approved status is assigned an advisor and invited to a conference with his advisor. A student who is assigned approval withheld status receives a letter in which he is informed of the decision and the reasons for the decision. The student is advised that he may not take more than nine semester hours of the professional education courses prerequisite to the senior semester in teacher education until final disposition of his application is made. At the same time a letter is sent to the student's advisor informing him that the student's record will be reviewed during the junior year, and that removal of the reasons for which approval was withheld should be reported to the Committee on Teacher Education with a request for change of status. Reasons for granting approval withheld status are:

- a. Academic deficiency in core curriculum.
- b. Insufficient number of courses for a definite decision.

Applications for admission to the teacher education program are rejected for one or more of the following reasons:

- a. Less than 1.00 overall average.
- b. Academic deficiencies in the core curriculum.
- c. Less than 1.00 average in English.
- d. Failure to secure the recommendation of the advisor in the subject matter area in which applicant desires certification.



### 3. Numbers Admitted

For the first semester of 1964-65, 146 juniors applied for admission to the teacher education program; 96 were accepted, and 15 were rejected. After admission, additional screening is done at the point of admission to the senior semester in teacher education and throughout the senior semester experience.

### D. PROFILES OF CLASSES

During the freshman orientation week in September of each school year, a series of tests is given to freshmen. In the following table the results of some of these tests are shown to give a profile of the class that entered in September, 1963.

TABLE 1  
PROFILE OF FRESHMEN ENTERING IN 1963

<u>Intelligence Quotient Profile</u>	
Number taking I.Q. Test	661
Mean I.Q.	91.77
Median I.Q.	91.22
S.D. I.Q.	9.72
Grade Equivalent of Mean I.Q.	9.4
<u>Language Test</u>	
Number taking Language Test	773
Mean Score	119.89
Median Score	121.82
S.D.	19.48
Grade Equivalent of Mean Language Score	11.0
<u>Mathematics Test</u>	
Number taking Test	699
Mean Score	79.44
Median Score	80.14
S.D.	23.15
Grade Equivalent of Mean Mathematics Score	9.5
<u>Reading Scores</u>	
Number taking Test	649
Mean Score	158.28
Median Score	158.69
S.D.	14.71
Percentile Equivalent of Mean Reading Score	10
<u>French Test</u>	
Number taking Test	310
Mean Score	49.05
Median Score	46.70
S.D.	19.29



Table 2 presents data on the high school ranks of the freshman class of 1963-64.

TABLE 2  
HIGH SCHOOL RANKS OF 1963 FRESHMEN

Rank	Number	Percent
First third	455	64
Second third	152	22
Third third	58	8
Not given	41	6
Total	706	100

Table 3 presents data on the Scholastic Aptitude Test Scores of the freshmen class of 1964-65.

TABLE 3  
CEEB-SAT SCORES FOR ENTERING FRESHMEN AT  
NORTH CAROLINA COLLEGE IN SEPTEMBER, 1964

Scores	Verbal		Mathematical	
	Men	Women	Men	Women
550	1	3	2	1
500	4	4	14	5
450	7	25	14	13
400	17	38	28	33
350	43	69	49	99
300	67	114	69	154
250	58	142	45	145
200	34	85	10	30
Number	231	480	231	480
Mean	324	318	357	327
S.D.	67	74	77	61



Tables 4 and 5 present data on the 1964-65 junior class.

TABLE 4

DISTRIBUTION OF INTELLIGENCE QUOTIENTS FOR JUNIOR LEVEL STUDENTS ADMITTED TO TEACHER EDUCATION IN 1964 AND JUNIOR LEVEL STUDENTS NOT IN TEACHER EDUCATION IN 1964

I.Q.'s	Juniors in Education		Other Juniors	
	Number	Per Cent	Number	Per Cent
120-124			2	0.79
115-119			2	0.79
110-114	3	3.33	10	3.97
105-109	9	10.00	12	4.76
100-104	11	12.22	35	13.89
95- 99	20	22.22	55	21.83
90- 94	15	16.67	51	20.24
85- 89	14	15.56	33	13.10
80- 84	13	14.44	37	14.67
75- 79	4	4.44	11	4.37
70- 74	1	1.11	3	1.19
65- 69			1	.40
60- 64				
55- 59				
Total	90	99.99	252	100.00
Mean	93.61		93.31	
Median	93.83		93.25	
S.D.	8.97		9.18	

TABLE 5

GRADE POINT AVERAGE FOR JUNIORS ADMITTED TO TEACHER EDUCATION, FALL SEMESTER, 1964-1965

GPA's	Number	Per Cent
2.50-2.74	2	2.08
2.25-2.49	5	5.21
2.00-2.24	20	20.82
1.75-1.99	16	16.67
1.50-1.74	23	23.96
1.25-1.49	16	16.67
1.00-1.24	14	14.58
Total	96	99.99
Mean	1.72	
Median	1.70	
S.D.	.39	





A total of 123 students completed the teacher education curricula in 1964. Table 6 shows the intelligence quotients of this group when they entered in 1960. Since all students do not report for all examinations, and some students transfer to North Carolina College after completing the freshman year at other colleges, the total in the table is less than 123.

Scores on the National Teacher Examinations (administered in February and April, 1964) are reported in Table 6.

TABLE 6  
DISTRIBUTION OF INTELLIGENCE QUOTIENTS FOR STUDENTS  
COMPLETING THE TEACHER EDUCATION CURRICULUM IN 1964

<u>I.Q.'s</u>	<u>Number</u>	<u>Percent</u>
110-114	3	3.49
105-109	3	3.49
100-104	19	22.09
95-99	19	22.09
90-94	17	19.77
85-89	16	18.60
80-84	4	4.65
75-79	4	4.65
70-74	1	1.16
Total	86	99.99
Mean	98.8	
Median	94.8	
S.D.	8.57	

TABLE 7  
DISTRIBUTION OF COMMON WEIGHTED TOTAL NATIONAL TEACHER EXAMINATIONS  
SCORES FOR STUDENTS COMPLETING THE TEACHER EDUCATION PROGRAM IN 1964

<u>Scores</u>	<u>Number</u>	<u>Percent</u>
600-649	5	4.90
550-599	21	20.59
500-549	27	26.47
450-499	26	25.49
400-449	19	18.63
350-399	4	3.92
Total	102	100.00
Mean	502.44	
Median	503.20	
S.D.	62.45	



#### E. TRANSFER POLICIES AND PROCEDURES

Upperclass transfer students must first make application for admission with advanced standing to the Committee on Admissions of the College. The applicant for advanced standing must present (1) a record of the high school and college work which was accepted by the last school attended; (2) a transcript of the college work done at the last school attended; and (3) a statement of honorable separation from the last school attended. Teacher education students must also present a statement from the last school attended that they were eligible for admission to the teacher education program at that institution.

When the above steps have been taken and if the student is admitted to the College, the extent to which he meets the requirements for admission to the teacher education program will be determined by the Committee on Teacher Education. This same Committee will determine the remaining requirements to be met at the College and will advise the student relative to the courses to take without danger of duplication.

#### F. IDENTIFICATION OF STUDENTS PREPARING TO TEACH

Academic records for North Carolina College students are kept in the Registrar's office. For all students who are accepted in teacher education, information folders are set up in the Education Records Office.

#### G. SCHOLARSHIP REQUIREMENTS FOR RETENTION IN AND COMPLETION OF TEACHER EDUCATION CURRICULA

Teacher education students must maintain an overall grade-point average of "1.0" or above, with an average of "1.6" or above in a teaching field for admission to student teaching. No student may finish the approved teacher education curriculum without student teaching and/or with less than a 1.6 grade point average in 20 semester hours of the subject matter field in which he applies for student teaching. All courses in the student's teaching area are included in determining eligibility for student teaching. Students must earn a grade of "C" or above in the senior



semester of teacher education in order to be recommended by the College for certification.

In general the number of dropouts is negligible.

#### H. RECORDS FOR TEACHER EDUCATION STUDENTS

A folder is established in the Education Records Office for each teacher education student. The folder contains the following:

1. Processed application for admission to the teacher education program.
2. Letter stating the decision of the Teacher Education Committee on the application.
3. Record of grades for periods of study completed prior to application for admission to the teacher education program.
4. Record of grades for each grading period after admission to the teacher education program.
5. Miscellaneous items which may vary from student to student, e.g., reports on conferences, correspondence, etc.

Reports of the results of the National Teacher Examinations are also filed in the Education Records Office.

Students' folders are available for review from the records secretary to any member of the college staff upon request.

#### I. ADVISEMENT AND COUNSELING PROCEDURES

The College employs a coordinator of student personnel services, the Dean of Students, and a student personnel staff including trained persons in all areas concerned with student adjustment. Members of the student personnel staff are responsible for planning and implementing the initial orientation of freshmen students upon admission to the College and at weekly freshmen sessions dealing with topics related to personal, vocational, and academic guidance.



Academic advisors, appointed by department chairmen, are assigned each year a number of freshmen advisees. Teacher education students are assigned as advisees to those academic faculty members recommended by the departmental chairman and approved by the Teacher Education Council. Students who wish to meet certification requirements in two areas are assigned to advisors in their area of major concentration and also receive advisement from approved advisors in their area(s) of minor concentration. All students, including those officially enrolled in the teacher education program as well as those who aspire to enter the program, receive guidance from members of the Department of Education.

#### J. TEACHER PLACEMENT SERVICE

Responsibility for teacher placement rests with the Director of the Placement Bureau who is concerned with the placement of all North Carolina College undergraduate and graduate students who seek his assistance. Teachers placement policies have been developed by the Director of Placement in consultation with the Department of Education. The distribution of 1964 teacher education graduates is presented in Table 7

#### K. FOLLOW-UP STUDIES

Follow-up studies, designed to secure information on the adjustment of teacher education graduates to teaching, provide information on needed changes in the program. During the 1963-64 school year information was sought from teacher education graduates who were recommended for certification between 1959 and 1963. Teachers indicated what they regarded as needs in both class activities and extraclass activities. The teachers' principals also were invited to evaluate their preparation. The results of this follow-up study are under consideration by the Teacher Education Committee with the intention of making modifications in the teacher education program.





## DISTRIBUTION OF 1964 TEACHER EDUCATION GRADUATES BY OCCUPATIONS

FIELD OF PREPARATION	TEACHING						NOT TEACHING						TOTAL			
	In State		Outside State		Otherwise Gainfully Employed		Continuing Study		Military Service		Home-making				No Information	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Art		1														1
Commerce	1	6	1			4		2			1				2	13
English		2	1	2		1		1					1		2	6
Foreign Language	2	12	2	5		1		1			1			4	20	
Home Economics		8				1									1	10
Library Science		7		4		2		1								14
Mathematics		1		3							1					5
Music		2	2	1											2	3
Physical Ed.	3	6	1	3		3		2					1		10	9
General Science																1
Biology	1	1		1				1		1			2	1	4	4
Social Studies	3	1	1	2				2					1	1	7	4
Health Education	1														1	1
TOTAL	11	47	8	21	3	9	4	6	1		3		5	5	32	91

M - Men

W - Women



STANDARD III--FACULTY

A. THE GENERAL FACULTY

The total teaching staff consists of 150 full-time and 55 part-time members. Fifty-eight of these persons have the earned doctor's degree. Twenty separate departments of instruction, including the Department of Education, are represented by this staff.

B. THE PROFESSIONAL FACULTY

Including the Dean of the undergraduate program and faculty members who teach methods courses in the academic areas, the professional faculty consists of 31 persons. The Department of Education consists of 19 regular staff members and three visitors.

1. Preparation and Rank of Professional Faculty

Degrees held and rank of the faculty in the Department of Education compare favorably with the total faculty as shown below.

TABLE 9

DEGREES AND RANK OF FACULTY

<u>Degree</u>	<u>Percent Education</u>	<u>Percent Total Faculty</u>
Bachelor	0	0
Master's	37	74
Doctor	63	26
<u>Rank</u>		
Instructor	26.4	36.0
Assistant Professor	15.8	40.0
Associate Professor	15.8	7.0
Professor	42.0	17.0



Each faculty member in the Department of Education has at least a master's degree. Twelve, or 63 percent, hold the doctorate. In most instances their fields of preparation and teaching assignments coincide favorably and almost all have had extensive public school experience. Those who teach methods in the content areas seem to be well qualified in preparation and experience. Except in the areas of special education (graduate level) and statistics, the staff is quite adequate.

## 2. Faculty Load

The maximum teaching load for staff members not having administrative duties is 15 semester hours. Most frequently the teaching load is approximately 12 semester hours for each full-time faculty member. The chairman of the Department of Education carries a teaching load of six to nine hours while certain other chairmen (with smaller departments) carry nine to 12 hours. Due to his responsibility with the self-study the chairman of the Department of Education has not been charged with a full teaching assignment this year.

Student teachers are assigned to college supervisors on the basis of four student teachers per three semester hours or 20 student teachers per 15 hour load.

## 3. Faculty Improvement

During 1964-65, 11 members of the Education Department have been engaged in writing and research. Extensive affiliation and participation in professional organizations are in evidence. A budget of \$10,572 seems to have been adequate to meet certain in-service needs connected with travel. Staff members who played active roles in professional meetings received a more generous share of these funds.

There are no sabbatical leaves. However, several faculty members in physical education and mathematics are currently engaged in completing their doctoral programs. During the past five years, seven members of the Education Department have completed their doctoral programs.



The administration (including departmental chairmen) display a high degree of interest in the self-improvement of staff. The exchange of faculty members with other institutions and the joint cooperative planning with other institutions recognizes the need for the value of such relationships.

The same criteria for rank, tenure, salary, and promotion are applied to all staff members, graduate and undergraduate.

C. ACADEMIC FACULTY: BY AREAS

Art

There are three full-time and two part-time faculty members in the Department of Art. All members have the master's degree.

Teaching loads are in accord with college policy.

Business Education

There are ten full-time and four part-time faculty members in the Business Education Department. The chairman of the department is on leave of absence. Of the regular faculty members, seven hold the master's degree, one holds a CPA degree, and two hold doctoral degrees. The chairman also holds the doctorate. Private offices are provided for regular staff and semi-private for part-time staff.

The teaching load of the full-time business faculty is 12.6 hours. All regular faculty members are teaching courses in areas in which they have had graduate preparation.

English

There are 20 full-time and seven part-time members of the English faculty. Six of the full-time faculty members hold doctor's degrees. All others hold at least the master's degree, although all have pursued work beyond the requirements for the master's. No graduate assistants teach courses at the College. One Woodrow Wilson





fellow, a doctoral candidate in English from Yale University, is currently working as a part-time member of the instructional staff.

All department faculty members are teaching courses in areas in which they have had at least undergraduate preparation. Major courses are taught by department members who have doctor's degrees or those pursuing work toward such degrees.

#### Health Education

There are three full-time and one part-time faculty members in the Health Education Department. They are aided by the physical education faculty which teaches a number of health courses that are a part of the required physical education curriculum.

Of the health education faculty, one member holds the doctor's degree in school health and three hold the master's degree in public health.

The teaching loads of the health education faculty average eight semester or 15 clock hours per week. All members have had graduate preparation in areas in which they are teaching.

#### Home Economics

The faculty of the Department of Home Economics consists of six members. One has the doctorate and the remainder have the master's degree.

#### Latin

The head of the Department of German, Latin, and Philosophy, who has two classes in Latin, holds the doctorate. Another part-time faculty member, with two classes, holds the MA degree and is currently doing graduate work at the University of North Carolina.

#### Library Science

There are three full-time faculty members on the staff of the School of Library Science. All three hold master's degrees in library science from library



schools accredited by the American Library Association. Two have the rank of assistant professor, one of which serves as Acting Dean. The third faculty member holds the rank of instructor. There is no evidence that any one of the three faculty members is working toward an advanced degree.

A part-time secretary, one graduate assistant, and three OEO work-study students make up the supporting non-professional staff of the School.

The teaching load of the School of Library Science faculty members averages 10-12 semester hours per week, in accord with institutional policy. The Acting Dean carries a full teaching load.

#### Mathematics

There are seven full-time and four part-time faculty members. All full-time and two part-time members teach undergraduate courses only, three teach undergraduate and graduate courses, and two part-time members teach only graduate courses. One full-time and two part-time members hold Ph.D. degrees in mathematics and one member holds a D.Ed. degree in mathematics and education. One member holds a master's degree in education but has had 15 graduate hours in mathematics. One member holds a MBA degree and has a background in electrical engineering. The other five members hold master's degrees in mathematics.

The teaching load is 15 semester hours of undergraduate course work and 12 semester hours of graduate work, with a reduction in load for administrative duties, computer work, and teaching remedial mathematics courses.

All faculty members have graduate work in mathematics and their area of specialization.

#### Modern Foreign Languages

In French there are nine full-time faculty members; two of these hold the doctorate, the others the M.A. degree. In Spanish there are four full-time faculty



members; three of these hold a doctorate, one the M.A. degree. There are three part-time faculty members, one in French, two in Spanish; all three have the M.A. degree, two of whom are doctoral candidates at the University of North Carolina. In German there are two full-time instructors with the M. A. degree.

The teaching load of the full-time faculty members is 15 semester hours per week. The part-time faculty have two classes per week each.

#### Music

There are 11 full-time and two part-time faculty members in the Music Department. There is also one graduate assistant.

Of the regular faculty, two hold the doctorate, and nine hold a master's degree in music. The two part-time faculty members also hold master's degrees in music.

The teaching load of Music Department faculty members range from 12-15 hours per week.

No Music Department faculty members are teaching courses in which they have had insufficient preparation.

#### Physical Education and Health

The faculty is exceptionally well prepared for a college of this type. There are 12 full-time and one part-time faculty members in the Department of Physical Education. Of this number, three regular faculty and the part-time faculty member hold the doctoral degrees in physical education. Eight hold the master's degree in physical education and one holds the master's degree in health.

Of the faculty members holding the master's degree, two have completed all requirements, with the exception of the dissertation, and are candidates for the doctorate, a third has completed 30 hours beyond the master's degree and is at present on leave studying toward the doctorate, and a fourth has been admitted to



the doctoral program in physical education at the University of North Carolina at Chapel Hill. Four of the remaining five have completed 30 or more hours beyond the master's degree.

The teaching load of the physical education faculty is 12 semester hours per week in accord with institutional policy. Those male members who are coaches have their class loads equated with the coaching loads, or reduced by formula, and are comparable to the loads carried by those who do not coach. No faculty member is teaching in an area in which he has not had graduate preparation.

#### Science

##### Biology

There are eight full-time faculty members. Four hold Ph.D. degrees and four hold the M.S. degree. There are five part-time faculty members, three of these have assignment in courses in the teacher education curriculum.

##### Chemistry

There are four full-time faculty members. Two hold the Ph.D. degree and two hold the M.S. degree. Funds have been appropriated for two additional faculty members with the Ph.D. degree.

##### Physics

There are two full-time faculty members. One holds the Ph. D. degree and one holds the M.S. degree in physics. There is one part-time instructor for three semester hours.

#### Social Studies

There are seven full-time and three part-time faculty members in the History Department. Of these, three hold the Ph.D. degree in history, and the remainder hold master's degrees in history, most having had additional graduate hours above the master's degree.





The normal teaching load is 15 semester hours per week. Most faculty members have at one time or another to teach in an area in which they have had less than 12 semester hours of preparation.

### Geography

There is one full-time faculty member and one part-time member in geography. One addition to the faculty has been secured for next year. The chairman holds the Ph.D. in geography and the instructor possesses the master's in geography.

The chairman teaches 12 hours per week and the instructor also carries 12 hours, while continuing his study at UNC.



## STANDARD IV--CURRICULA

North Carolina College prepares secondary school teachers in business education, English, foreign language (French, German, Spanish, or Latin), mathematics, science (biology, chemistry, or physics), and social studies (geography or history) and special subject teachers in art, health education, home economics, library science, music, and physical education and health. A curriculum of 124 semester hours of general education, subject matter specialization, and professional education is required in each area. Satisfactory completion of the curriculum leads to the Bachelor of Arts degree for students who have subject majors in art, English, foreign language, music, or social studies or the Bachelor of Science degree for students who have subject majors in business education, health education, home economics, library science, mathematics, physical education and health, or science.

Table 10 shows the part-time and full-time enrollment of undergraduate students for the 1964-65 fall semester and the number of advanced undergraduate students enrolled in teacher education by subject area.

TABLE 10

### FALL SEMESTER 1964-65 UNDERGRADUATE ENROLLMENT

	Part-Time	Full-Time	Total
College of Arts and Sciences	21	2336	2357
School of Library Science	14	1	15
<u>Secondary Education</u>			
Art		1	
Business Education		75	
English		43	
Foreign Language			
French		39	
German		0	
Latin		0	
Spanish		8	
Health Education		11	



TABLE 10 (Continued)

	Part-Time	Full-Time	Total
Home Economics		16	
Mathematics		9	
Music		11	
Physical Education - Health		20	
Science			
Biology		18	
Chemistry		8	
Physics		0	
Social Studies (General)		8	
Geography		2	
History		25	
<b>Total</b>		<b>294</b>	

A. GENERAL EDUCATION

The general education program, designated as the core curriculum, consists of 50 semester hours (comprising about 40 percent of the required 124 semester hours for the bachelor's degree). The general education requirements are as follows:

<u>Area</u>	<u>Semester Hours Required</u>
English-----	14
Natural Science or Mathematics-----	6
One year Biology, Chemistry, Physics or combination of courses from Biology, Chemistry or Physics. Must be met by Mathematics 110 and 120 or 141 and 142.	
Social Science-----	9
Six hours of this requirement must be met by Social Science 110, 120.	
Foreign Language (same language)-----	9
Students entering with 4 high school units in one foreign language may fulfill the language requirements by taking 6 additional hours of the same language.	
General Psychology or Philosophy-----	3
Physical Education-----	3
Hygiene-----	2
Fine Arts-----	4

This requirement must be met by courses in appreciation from two of the areas of Art, Dramatic Art or Music.



The courses are related to the guidelines as follows. Required courses are marked with an asterisk.

GUIDELINE 1: The program should assure that all teachers are able to read, write, and speak the English language clearly and effectively.

*English 110 and 120	English Composition	6 s.h.
*English 210	Fundamentals of Speech	2 s.h.
English 220	Introduction to Public Speaking	3 s.h.
English 250	Reading Fundamentals	3 s.h.
English 10	English Grammar (Remedial)	No credit
Education 100	Reading Skills	No credit

English 10 is required of students whose performance is unsatisfactory on the English placement test. Education 100, a course in developmental reading, is required of students who rank at or below the 48th percentile on the Iowa Silent Reading Test and is open to other freshman students who wish to improve their reading competencies.

GUIDELINE 2: The program should develop a critical understanding of and a sensitiveness to the aesthetic, philosophical, ethical and imaginative values expressed in literature, art, music, religion, and philosophy.

*English 130 and 140	An Introduction to Literature	6 s.h.
Foreign Language--same language		6-9 s.h.
Fine Arts		4 s.h.

(Choice of two courses:

Art 100 - Survey of Art History - 2 s.h.

Dramatic Art 100 - Appreciation of Drama - 2 s.h.

Music 100 - Survey of Music - 2 s.h.)

General Psychology or Philosophy	3 s.h.
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GUIDELINE 3: The program should develop an understanding of the development





of world civilization, an understanding of the basic concepts of the social studies, and an understanding of democracy as a way of life.

\*Social Science 110 and 120 Foundations of Contemporary  
Western Civilization 6 s.h.

Elective 3 s.h.

(A course in economics, geography, history, philosophy,  
political science, or sociology)

GUIDELINE 4: The program should develop an appreciation and understanding of the structure of science, of scientific inquiry, and of the main scientific principles.

Science

(One year of science chosen from:

Biology 110 and 120 - General Biology - 3 s.h. each

Biology 140 - Human Physiology - 3 s.h.

Chemistry 110 and 120 - General Chemistry - 5 s.h. each

Physics 111 and 112 - General Physics - 4 s.h. each)

Six semester hours of science or mathematics are required.

GUIDELINE 5: The program should develop an appreciation of the structure and applications of mathematics.

Mathematics 110	Plane Trigonometry	3 s.h.
Mathematics 120	College Algebra	3 s.h.
Mathematics 10	Remedial Mathematics	No credit
or		
Mathematics 101	Fundamental Mathematics	3 s.h.

Students who fail to make a satisfactory score on the mathematics placement test must take Mathematics 10. Other students may take Mathematics 110 and 120 or one year in a natural science. Students in the teacher education program who do not take Mathematics 110 or 120 must take Mathematics 101.

GUIDELINE 6: The program should develop the knowledge, habits and attitudes necessary to achieve and maintain sound physical and mental health.



*Physical Education 110 and 120	Fundamental Motor Skills	2 s.h.
Physical Education elective		1 s.h.
*Health Education 110	Personal Hygiene	1 s.h.
*Health Education 210	Personal Hygiene	1 s.h.

B. SUBJECT MATTER PREPARATION

Art

The subject matter preparation for a prospective teacher of art includes a total of 36 hours, or 30 percent of a basic four-year program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide for the development of an understanding of several philosophies of art education.

*Art 361	Philosophies of Art Education	3 s.h.
*Art 100	Survey of Art History	2 s.h.

GUIDELINE 2: The program should provide for a thorough study at the college level of the aspects of art included in the curriculum of elementary and secondary schools.

*Art 110	Drawing - Painting	2 s.h.
*Art 112	Drawing - Painting	2 s.h.
*Art 231	Basic Design - Two Dimensional	2 s.h.
*Art 232	Basic Design - Three Dimensional	2 s.h.
*Art 311	Life Drawing	2 s.h.
*Art 312	Life Drawing	2 s.h.
*Art 461	Methods and Materials in Art	3 s.h.

Ceramics

Crafts



Sculpture

Design: Interior, Fashion, and Graphic

School Art Curricula

GUIDELINE 3: The program should provide for an understanding of past and present world art with emphasis on the relationship of the art to the culture in which it was produced and its influence on subsequent cultures.

*Art 201	Ancient Art	2 s.h.
*Art 202	Greek Art	2 s.h.
*Art 301	Medieval Art	2 s.h.
*Art 302	Renaissance Art	2 s.h.
*Art 402	Modern Art	2 s.h.

GUIDELINE 4: The program should establish an awareness and knowledge of the general school program and the ability to conduct an art program to meet the specific needs of both elementary and secondary levels.

*Art 362	School Art Curricula	3 s.h.
*Art 461	Materials and Methods in Art	3 s.h.

GUIDELINE 5: The program should include sufficient preparation for the later pursuit of graduate work in one of the specialized areas of art.

Beyond basic instruction in the various studios, the art major takes:

Art 370	Senior Year Studio	4 s.h.
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#### Business Education

##### Comprehensive Business

The course offerings in the comprehensive business curriculum include 45 semester hours, or approximately 36 percent of a basic four-year program. Courses are related to the guidelines as follows:



GUIDELINE 1: The program should assure job competency in secretarial and related skills.

*Commerce 200 (May be omitted if students score high on placement test.)	Typewriting (Beginning)	2 s.h.
*Commerce 210	Typewriting (Intermediate)	2 s.h.
*Commerce 220	Typewriting (Advanced)	2 s.h.
*Commerce 320	Elementary Shorthand	3 s.h.
*Commerce 330	Elementary Shorthand	3 s.h.
*Commerce 400	Intermediate Shorthand and Transcription	3 s.h.
*Commerce 410	Advanced Shorthand and Transcription	3 s.h.
*Commerce 340	Business English	3 s.h.
*Commerce 350	Business Machines	3 s.h.

GUIDELINE 2: The program should include study at the college level in the business areas identified as integral parts of the business education curriculum of the high school.

*Commerce 240 and 250	Principles of Accounting I and II	6 s.h.
*Commerce 300	Business Organization and Management	3 s.h.
*Commerce 222	Business Mathematics	3 s.h.
*Commerce 332	Consumer Economics	3 s.h.
*Commerce 321	Marketing	3 s.h.
*Commerce 340	Business English	3 s.h.
*Commerce 440	Federal and State Income Taxes	3 s.h.
*Commerce 210	Principles of Economics	3 s.h.

GUIDELINE 3: The program should provide a culminating experience, bringing together theory, skills, and practice.









*Commerce 240 and 250	Principles of Accounting I and II	6 s.h.
*Commerce 222	Business Mathematics	3 s.h.
*Commerce 300	Business Organization and Management	3 s.h.
*Commerce 332	Consumer Economics	3 s.h.
*Commerce 321	Marketing	3 s.h.
*Commerce 340	Business English	3 s.h.
*Commerce 360	Intermediate Accounting	3 s.h.
*Commerce 440	Federal and State Income Taxes	3 s.h.
*Commerce 450	Business Economics	3 s.h.
*Commerce 460	Elementary Statistical Methods	3 s.h.
*Commerce 461	Corporate Finance	3 s.h.
*Economics 210 and 212	Principles of Economics	6 s.h.

GUIDELINE 3: The program should provide a culminating experience, bringing together theory, skills, and practice.

*Commerce 420	Secretarial Practices and Procedures	3 s.h.
*Commerce 490	Business Internship (Credit depends upon clock hours spent in internship activities.)	1-3 s.h.

GUIDELINE 4: The program should provide sufficient preparation for later pursuit of graduate study.

*Commerce 310	Business Law	3 s.h.
*Commerce 321	Marketing	3 s.h.
*Economics 210	Principles of Economics	3 s.h.
*Education 460	Work in Materials and Methods in Commerce	15 s.h.



## English

The subject matter preparation of the prospective teacher of English consists of a minimum of 43 hours, or approximately 34 percent of the undergraduate studies.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide specialized study at the college level in the areas of the high school curriculum to be taught.

*English 110 and 120	English Composition	6 s.h.
*English 130 and 140	An Introduction to Literature	6 s.h.
*English 230	Literary Criticism	3 s.h.
*English 231 and 232	A Survey of English Literature	6 s.h.
*English 311	Advanced English Grammar	3 s.h.
*English 312	Advanced English Composition	2 s.h.
*English 331 and 332	American Literature	6 s.h.
*English 400	The History of the English Language	3 s.h.
*English 430	Shakespeare	3 s.h.
English 432	English Drama	3 s.h.
* or		
English 442	Contemporary British and American Drama	
English 250	Reading Fundamentals	3 s.h.
English 410	Prose Fiction	3 s.h.
English 452	English Literature of the Eighteenth Century	3 s.h.

GUIDELINE 2: The program should lead to an excellence in written and oral expression.

*English 110 and 120	English Composition	6 s.h.
*English 210	Fundamentals of Speech	2 s.h.



*English 311	Advanced Grammar	3 s.h.
*English 312	Advanced Composition	2 s.h.
English 150	Introduction to Journalism	3 s.h.
English 220	Introduction to Public Speaking	3 s.h.

GUIDELINE 3: The program should provide study and training at the college level in the areas of reading.

*English 110 and 120	English Composition	6 s.h.
English 250	Reading Fundamentals	3 s.h.

GUIDELINE 4: The program should lead to a knowledge of the importance of libraries.

*English 110 and 120	English Composition	6 s.h.
*English 130 and 140	An Introduction to Literature	6 s.h.
*English 210	Fundamentals of Speech	2 s.h.
*English 231 and 232	English Literature	6 s.h.
*English 331 and 332	American Literature	6 s.h.
*English 430	Shakespeare	3 s.h.
*English 432	English Drama	3 s.h.
English 442	Contemporary British and American Drama	3 s.h.
English 410	Prose Fiction	3 s.h.

The students in English 110, 120, 130, 140, and 210 participate in a supplementary reading program in which each student reads a minimum of three books, largely fiction or biography. In English 120, there is a special unit on using the library and writing the research paper.

GUIDELINE 5: The program should provide sufficient preparation for later graduate work in English.





*English 230	Literary Criticism	3 s.h.
*English 231 and 232	English Literature	6 s.h.
*English 331 and 332	American Literature	6 s.h.
*English 430	Shakespeare	3 s.h.
*English 432	English Drama	3 s.h.
English 442	Contemporary British and American Drama	3 s.h.
English 410	Prose Fiction	3 s.h.
English 452	English Literature of the Eighteenth Century	3 s.h.

#### Foreign Languages

French, Spanish, German

The subject matter preparation program for a prospective teacher of French, Spanish, or German consists of 30 semester hours, or approximately 25 percent of a basic four-year undergraduate program. However, the semester hour requirement varies with the level of college language at which the prospective teacher begins. This determination is based on the amount of high school credit in the foreign language and performance on a placement test.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should include a thorough college-level study of the various aspects of the foreign language to be taught.

*French 110 and 120 (Required of students with no high school French)	Elementary French	6 s.h.
*French 210 and 220	Intermediate French	6 s.h.
*French 310	Oral Practice I	3 s.h.
*French 321 and 322	General Survey of French Literature	6 s.h.



*French 411	Advanced Grammar and Composition	4 s.h.
*French 420	Oral Practice II	4 s.h.
**French 430	French Literature of the 17th Century	3 s.h.
**French 440	French Literature of the 18th Century	3 s.h.
**French 442	French Literature of the 19th Century	3 s.h.
*German 110 and 120 (Required of students with no high school German)	Elementary German	6 s.h.
*German 210 and 212	Intermediate German	6 s.h.
*German 331 and 332	German Conversation and Composition	6 s.h.
*German 421	German Phonetics and Advanced Grammar	3 s.h.
German 342	Introduction to German Literature I	3 s.h.
German 411	German Literature II	3 s.h.
*Spanish 110 and 120 (Required of students with no high school Spanish)	Elementary Spanish	6 s.h.
*Spanish 210 and 220	Intermediate Spanish	6 s.h.
*Spanish 311	Conversation	3 s.h.
*Spanish 321 and 322	Survey of Spanish Literature	6 s.h.
*Spanish 411	Advanced Grammar and Composition	3 s.h.
*Spanish 420	Advanced Composition	3 s.h.
*Spanish 421 and 422	Survey of Spanish-American Literature	6 s.h.

\*\* Two of the three are required for a major.



GUIDELINE 2: The program should develop competency in four skills--understanding, speaking, reading, and writing.

The courses listed under Guideline 1 develop these skills.

GUIDELINE 3: The program should provide for sufficient emphasis in language analysis.

*French 411	Advanced Grammar and Composition	4 s.h.
*French 310	Oral Practice I	3 s.h.
*French 420	Oral Practice II	4 s.h.
*German 331 and 332	German Conversation and Composition	6 s.h.
*German 421	German Phonetics and Advanced Grammar	3 s.h.
*Spanish 210 and 222	Intermediate	6 s.h.
*Spanish 411	Advanced Grammar and Composition	3 s.h.
*Spanish 420	Advanced Composition	3 s.h.
*Education 460	Professional Semester (A unit in the study of language materials and methods introduces the student to descriptive and comparative linguistics.)	

GUIDELINE 4: The program should include a study of the literature, history and civilization of the country or countries concerned.

*French 312	Survey of French History and Civilization	3 s.h.
*French 321 and 322	General Survey of French Literature	6 s.h.
French 430	French Literature of the 17th Century	3 s.h.
French 440	French Literature of the 18th Century	3 s.h.



French 442	French Literature of the 19th Century	3 s.h.
*German 321	Introduction to German Civilization	3 s.h.
*German 342	Introduction to German Literature I	3 s.h.
German 411 and 412	German Literature II and III	6 s.h.
German 422	German Literature IV	3 s.h.
German 432	German Fiction	3 s.h.
*Spanish 312	Survey of Spanish History and Civilization	3 s.h.
*Spanish 321 and 322	Survey of Spanish Literature	6 s.h.
*Spanish 421 and 422	Survey of Spanish-American Literature	6 s.h.

GUIDELINE 5: The program should provide sufficient preparation for the later pursuit of graduate work in the foreign language.

The required program and the recommendation of additional elective courses in French and German provide adequate preparation for graduate study. In Spanish there are no literature courses beyond the two survey courses but it is anticipated that two additional courses will be introduced in 1966, which will strengthen the program of preparation for later graduate study. These courses as planned are:

Spanish 423	Literature of the Golden Age
Spanish 424	Modern Spanish Literature

#### Latin

A sequence of courses comprising an academic minor of 21 semester hours and an additional 6 semester hours in elective courses is offered for the preparation of the prospective secondary school teacher of Latin.

Courses are related to the guidelines as follows:





GUIDELINE 1: The program should include a thorough college-level study of the various aspects of the foreign language to be taught.

\*Latin 110 and 120                      Elementary Latin                      6 s.h.

\*Latin 210 and 212                      Intermediate Latin                      6 s.h.

GUIDELINE 2: The program should develop competency in four skills--understanding, reading, speaking, and writing.

The courses listed under Guideline 1 also fulfill Guideline 2.

GUIDELINE 3: The program should provide for sufficient emphasis in language analysis.

\*Latin 210 and 212                      Intermediate                      6 s.h.

GUIDELINE 4: The program should include a study of the literature, history and civilization of the country or countries concerned.

Latin 311                      Selections from Caesar's Gallic Wars                      3 s.h.

Latin 312                      Selections from Cicero                      3 s.h.

Latin 411                      Selections from Virgil                      3 s.h.

Latin 412                      Selections from Ovid                      3 s.h.

Latin 421                      Selections from Roman Historians                      3 s.h.

GUIDELINE 5: The program should provide sufficient preparation for the later pursuit of graduate work in the foreign language.

The student who completes the courses listed under Guidelines 1-4 will have sufficient background to pursue additional study in Latin.

#### Home Economics

The home economics education program contains 38 semester hours in home economics courses in addition to 10 semester hours of related courses in chemistry, art, physics, and biology. Courses are related to the guidelines as follows:



GUIDELINE 1: The program of homemaking instruction at the secondary level should provide for comprehensive knowledge in the several areas of home economics.

Nutrition and Foods

*Home Economics 220	General Nutrition	2 s.h.
*Home Economics 230	Food Selection and Preparation	3 s.h.
*Home Economics 300	Foods	3 s.h.

Clothing and Textiles

*Home Economics 231	Clothing Selection	2 s.h.
*Home Economics 240	Clothing Construction	3 s.h.
*Home Economics 330	Family Clothing	3 s.h.

Housing, Home Equipment and House Furnishing

*Home Economics 320	Economics of Housing and Furnishing	3 s.h.
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Family Relationships

*Home Economics 100	Effective Personal and Family Living	1 s.h.
*Home Economics 310	Child Development	3 s.h.
*Home Economics 420	Family and Social Relationships	3 s.h.

Consumer Education

*Home Economics 450	Economics Principles of Consumer Practices	2 s.h.
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Home Management Residence

*Home Economics 400	Home Management	5 s.h.
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GUIDELINE 2: The program should provide for emphasis upon broad related subject-matter areas.

*Art 100	Survey of Art History	2 s.h.
*Art 232B	Basic Design	2 s.h.



*Biology 140	Human Physiology	3 s.h.
*Biology 320	General Microbiology	4 s.h.
*Chemistry 110 and 120	General Chemistry	5 s.h.
*Physics 202	Household Physics	3 s.h.
*Social Science 110 and 120	Foundations of Contemporary Western Civilization	6 s.h.
One course chosen from the fields of economics, psychology, or sociology		3 s.h.

GUIDELINE 3: The program should provide sufficient preparation for the later

pursuit of graduate work in home economics.

The program appears consistent with requirements for graduate study in recognized graduate schools.

#### Health Education

The subject matter preparation program for prospective health education teachers includes a total of 36 semester hours, or approximately 30 percent of the undergraduate program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide basic knowledge and understanding

in the biological, physical and behavioral sciences.

*Biology 110 and 120	General Biology	6 s.h.
*Biology 140	Human Physiology	3 s.h.
*Physical Education 321	Human Anatomy	3 s.h.
*Psychology 210	General Psychology	3 s.h.

GUIDELINE 2: The program should provide knowledge and competencies in regard

to the planning, organizing, and conducting of a sound school health program.

*Health 312	Organization and Administration of School and Community Health	3 s.h.
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*Health 331	Health of the School Child	2 s.h.
*Health 342	School Health Problems	3 s.h.
*Education 460	Professional Semester (Work in Materials and Methods in Health Education)	

GUIDELINE 3: The program should provide basic knowledge and understanding of the various areas of health instruction, including an understanding of the levels of progression from grade to grade within the school.

*Health Education 110	Personal Hygiene	1 s.h.
*Health Education 210	Community Hygiene	1 s.h.
*Health Education 311	Environmental Health	3 s.h.
*Health Education 312	Organization and Administration of Community Health	3 s.h.
*Health Education 321 and 322	Principles of Public Health	6 s.h.
*Health Education 331	Health of the School Child	2 s.h.
Health Education 322	Health and Nutrition	2 s.h.
*Health Education 341	Problems in Health Education	3 s.h.
Health Education 342	School Health Problems	3 s.h.
*Health Education 411	First Aid and Health	3 s.h.
*Health Education 420	Personal Health	3 s.h.
*Health Education 421	Healthful Family Living	3 s.h.

GUIDELINE 4: The program should provide for the development of skill and competencies in a variety of teaching methods and in the use of materials which will motivate the learners to practice desirable health behavior.

*Health Education 341	Problems in Health Education	3 s.h.
Health Education 342	School Health Problems	3 s.h.
*Education 460	Work in Materials and Methods in Health Education	15 s.h.





GUIDELINE 5: The program should include experiences in physical education to enable the student to gain an appreciation of the contributions of physical education to the total health of the individual.

*Physical Education 110 and 120	Fundamental Motor Skills	2 s.h.
*Health Education 110	Personal Hygiene	1 s.h.
*Health Education 341	Problems in Health Education	3 s.h.
Health Education 342	School Health Problems	3 s.h.

GUIDELINE 6: The program should include sufficient preparation for the later pursuit of graduate study in health.

The required courses plus the available elective courses provide sufficient preparation for graduate-level study in health.

#### Library Science

The subject matter preparation program for a prospective elementary or secondary school librarian includes a total of 20 semester hours in library science, or approximately 16 percent of a basic four-year program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide an extensive knowledge of books and other materials suitable for school libraries.

*Library Science 321	Selection and Use of Reference Materials	3 s.h.
*Library Science 322	Book and Related Materials for Children	3 s.h.
*Library Science 331	Principles of Selection of Materials	2 s.h.
*Library Science 421	Books and Related Materials for Young People	3 s.h.



GUIDELINE 2: The program should provide a knowledge of the principles and practices of organization and administration and their application to school libraries.

*Library Science 340	Library Techniques	1 s.h.
*Library Science 342	Cataloguing and Classification for School Libraries	3 s.h.
*Library Science 411	School Library Administration	3 s.h.

GUIDELINE 3: The program should provide a concept of what constitutes a good school library program with its developmental and sequential aspects.

*Library Science 411	School Library Administration	3 s.h.
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GUIDELINE 4: The program should provide an understanding of the services of libraries and their place in society.

*Library Science 200	Introduction to Library Science	2 s.h.
*Library Science 331	Principles of Selection of Materials	2 s.h.
*Library Science 411	School Library Administration	3 s.h.

GUIDELINE 5: The program should provide sufficient preparation for the pursuit of later graduate study in library science.

Required courses provide a base for later graduate study in library science at North Carolina College.

#### Mathematics

The program of preparation for the prospective teacher of mathematics consists of 38 semester hours, or approximately 32 percent of a basic four-year program.

Courses are related to guidelines as follows:

GUIDELINE 1: The program should take into consideration the sequential nature of mathematics and should provide the prospective teacher an understanding of some of the aspects of mathematics which his students will meet in subsequent courses.



\*Mathematics 141 and 142      Plane Trigonometry, College Algebra, Analytic Geometry (presented from modern viewpoint)      10 s.h.

\*Mathematics 220 and 230      Calculus I and II      10 s.h.

GUIDELINE 2: The program of mathematics should include a thorough college-

level study of the subjects in mathematics included in the high school curriculum.

\*Mathematics 411      Analytic Geometry of Space      3 s.h.

\*Mathematics 441      Linear Algebra      3 s.h.

\*Mathematics 442      Abstract Algebra      3 s.h.

GUIDELINE 3: The program should include additional upper-level work in

mathematics, with courses chosen for their relevance to the high school curriculum.

\*Mathematics 302      Differential Equations      3 s.h.

\*Mathematics 312      Theory of Equations      3 s.h.

\*Mathematics 421      Introduction to the Theory of Probability and Statistics I      3 s.h.

Mathematics 422      Introduction to the Theory of Probability and Statistics II      3 s.h.

GUIDELINE 4: The program should include work in areas related to mathematics.

\*Physics 111 and 112      General Physics      8 s.h.

\*Philosophy 222      Logic      3 s.h.

GUIDELINE 5: The program should include sufficient preparation for the

later pursuit of graduate work in mathematics.

Mathematics 452      Intermediate Differential Equations      3 s.h.

Mathematics 412      Vector Analysis      3 s.h.

Mathematics 431 and 432      Advanced Calculus I and II      6 s.h.



## Music

The subject matter preparation program for a prospective music teacher includes a total of 66 to 70 semester hours, or approximately 49 percent of a basic four-year program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide for a knowledge of the structural elements of music.

*Music 101	Fundamentals of Music	3 s.h.
*Music 122	Introductory Harmony	3 s.h.
*Music 221 and 222	Harmony	4 s.h.
*Music 211 and 212	Ear Training and Sight Singing	4 s.h.
*Music 311 and 312	Advanced Ear Training and Sight Singing	2 s.h.
*Music 321	Counterpoint	2 s.h.
*Music 322	Form and Analysis	2 s.h.

GUIDELINE 2: The program should provide opportunities to acquire a sensitivity to and a critical awareness of the aesthetic elements of musical performance.

Applied music courses are required for each student throughout the entire undergraduate program. Jury examinations are given each semester to all students in all areas of applied study, and a public recital in the student's primary applied area is required for graduation.

Instrumental majors pursue the following:

*Major instrument	16 s.h.
*Piano	4 s.h.
*Voice	2 s.h.
*Strings	2 s.h.
*Band and Orchestra Methods - Music 361-362	4 s.h.
*Ensemble	$3\frac{1}{2}$ s.h.
	<u>31<math>\frac{1}{2}</math> s.h.</u>





Piano majors pursue the following:

*Piano	16 s.h.
*Voice	2 s.h.
*Strings	2 s.h.
*Band and Orchestra Methods - Music 361-362	4 s.h.
*Ensemble	$3\frac{1}{2}$ s.h.
	<hr/>
	$27\frac{1}{2}$ s.h.

Voice majors pursue the following:

*Voice	16 s.h.
*Piano	4 s.h.
*Strings	2 s.h.
*Band and Orchestra Methods - Music 361-362	4 s.h.
*Ensemble	$3\frac{1}{2}$ s.h.
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	$29\frac{1}{2}$ s.h.

GUIDELINE 3: The program should provide a comprehensive understanding of

music history and literature covering the various eras of music.

*Music 100	Survey of Music	2 s.h.
*Music 341-342	History of Music	6 s.h.
*Music 440	Music Literature	2 s.h.

GUIDELINE 4: The program should provide adequate training in teaching and

conducting ensembles.

*Music 392	Conducting	2 s.h.
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It is possible for a student to choose either the choral conducting section of this class or the instrumental conducting section.

GUIDELINE 5: The program should provide opportunities to acquire a functional

command of the piano.



A piano proficiency examination is required of all music majors at the conclusion of their required piano study. If further training is indicated, the student is required to continue his study until he is able to pass the proficiency examination.

GUIDELINE 6: The program should provide a conception of comprehensive program of music based upon sound philosophy, and an understanding of what music to teach and how to teach it at any grade level.

*Music 351	Public School Music	2 s.h.
*Music 410	Materials and Methods in Music	3 s.h.

GUIDELINE 7: The program should provide sufficient preparation for the pursuit of graduate work in music.

In addition to the courses listed under the various guidelines, four semester hours of music electives are also required to be selected from:

Music 422	Advanced Counterpoint and Canon	2 s.h.
Music 462	Instrumentation	2 s.h.
Music 472	Composition	2 s.h.

Judging by the apparent success of music students in graduate programs, there is sufficient preparation for graduate study.

#### Physical Education and Health

The subject matter program for a prospective teacher of physical education and health includes a minimum of 36 semester hours, or approximately 29 percent of the undergraduate major program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should lead to the development of principles compatible with current educational philosophy.



*Physical Education 400	Organization, Administration and Supervision of Health and Physical Education	3 s.h.
*Physical Education 421	Principles of Health and Physical Education	2 s.h.

GUIDELINE 2: The program should provide basic knowledge in the sciences.

*Physical Education 321	Human Anatomy	3 s.h.
*Physical Education 322	Human Physiology	3 s.h.
*Physical Education 402	Kinesiology	3 s.h.

The above courses are in addition to science courses in the general education program.

GUIDELINE 3: The program should provide for knowledge and competencies in regard to organizing, planning, administering, and evaluating the various aspects of the total program of physical education.

*Physical Education 310	Individual Motor Skills in Games	2 s.h.
*Physical Education 320	Methods and Materials in Group Games of Low Organization	1 s.h.
*Physical Education 330	Methods and Materials in Gymnastics	2 s.h.
*Physical Education 340	Methods and Materials in Individual and Dual Sports	2 s.h.
*Physical Education 400	Organization, Administration, and Supervision of Health and Physical Education	3 s.h.
*Physical Education 422	Curriculum, Supervision and Practicum in Physical Education	2 s.h.
*Physical Education 430	First Aid, Safety Education, Athletic Injuries	2 s.h.
*Physical Education 440	Analysis of Motion and Body Mechanics	2 s.h.
*Physical Education 441	Evaluation and Measurement	3 s.h.



\*Physical Education 450 Individual Physical Education 2 s.h.

\*Physical Education 470 Coaching and Officiating 2 s.h.

GUIDELINE 4: The program should provide knowledge of and skill in a wide variety

of activities; ability to analyze motor skills; and knowledge of methods and materials

in teaching and coaching.

\*Dance 450 Methods and Materials in Folk and Square Dancing in the Secondary School 1 s.h.

\*Physical Education 460 Methods and Materials in Tap and Clog Dancing in the Secondary School 1 s.h.

\*Physical Education 110 Fundamental Motor Skills 1 s.h.

\*Physical Education 120 Fundamental Motor Skills 1 s.h.

\*Physical Education 210 Techniques in Motor Skills 1 s.h.

\*Physical Education 280 Methods and Materials in Elementary Swimming 1 s.h.

\*Physical Education 290 Methods and Materials in Intermediate Swimming 1 s.h.

\*Physical Education 310 Individual Motor Skills in Games 2 s.h.

\*Physical Education 320 Methods, and Materials in Group Games of Low Organization 1 s.h.

\*Physical Education 332 Intermediate and Advanced Methods and Materials in Gymnastics 2 s.h.

\*Physical Education 340 Methods and Materials in Individual and Dual Sports 2 s.h.

\*Physical Education 330 Methods and Materials in Gymnastics 2 s.h.

\*Physical Education 402 Kinesiology 2 s.h.

\*Physical Education 440 Anthropometry and Body Mechanics 2 s.h.

\*Physical Education 470 Coaching and Officiating 2 s.h.





GUIDELINE 5: The program should develop knowledge and understandings in the various aspects of healthful living.

*Health Education 341	Problems in Health Education	3 s.h.
*Health Education 342	School Health Problems	3 s.h.
*Physical Education 420	Personal Health	3 s.h.
*Physical Education 421	Principles of Health and Physical Education	2 s.h.
*Physical Education 430	First Aid, Safety Education, Athletic Injuries	2 s.h.

GUIDELINE 6: The program should develop competencies that will enable the teacher to plan or assist in planning and conducting programs of health services, healthful living, and health instruction.

*Health Education 341	Problems in Health Education	3 s.h.
*Health Education 342	School Health Problems	3 s.h.
*Physical Education 400	Organization, Administration and Supervision of Health and Physical Education	3 s.h.
*Physical Education 420	Personal Health	3 s.h.
*Physical Education 421	Principles of Health and Physical Education	2 s.h.
*Physical Education 430	First Aid, Safety Education, Athletic Injuries	2 s.h.
*Physical Education 441	Evaluation and Measurement	3 s.h.
*Physical Education 450	Individual Physical Education	2 s.h.

GUIDELINE 7: The program should include sufficient preparation for later pursuit of graduate study in the area of physical education and health.

*Physical Education 421	Principles of Health and Physical Education	2 s.h.
*Physical Education 422	Curriculum, Supervision and Practicum in Physical Education	2 s.h.



Required courses plus electives provide a base for later graduate study in physical education and health.

### Science

The program of preparation for prospective science teachers includes preparation in four areas:

- a. Science - Biology Concentration - 56 semester hours, science and math 43 percent
- b. Science - Chemistry Concentration - 54 semester hours, science and math 43 percent
- c. Chemistry 58 semester hours, science and math 47 percent
- d. Physics 56 semester hours, science and math 43 percent

GUIDELINE 1: The program should take into account the necessity of having a broad foundation in biological and physical sciences and mathematics.

#### a. Science - Biology Concentration

*Biology 240	General Botany	3 s.h.
*Biology 110	General Biology	3 s.h.
*Biology 210	General Zoology	4 s.h.
*Biology 220	General Zoology	3 s.h.
*Chemistry 110	General Chemistry	5 s.h.
*Chemistry 120	General Chemistry	5 s.h.
*Physics 111	General Physics	4 s.h.
*Physics 112	General Physics	4 s.h.
*Mathematics 110	Plane Trigonometry	3 s.h.
*Mathematics 120	College Algebra	3 s.h.

#### b. Science - Chemistry Concentration

*Biology 110	General Biology	3 s.h.
*Biology 120	General Biology	3 s.h.
*Chemistry 110	General Chemistry	5 s.h.



*Chemistry 120	General Chemistry	5 s.h.
*Physics 111	General Physics	4 s.h.
*Physics 112	General Physics	4 s.h.
*Geography 210	Principles of Geography	3 s.h.
*Geography 212	Earth Science	3 s.h.
*Mathematics 110	Plane Trigonometry	3 s.h.
*Mathematics 120	College Algebra	3 s.h.
*Mathematics 130	Plane Analytic Geometry	3 s.h.

c. Chemistry

*Chemistry 110	General Chemistry	5 s.h.
*Chemistry 120	General Chemistry	5 s.h.
*Physics 111	General Physics	4 s.h.
*Physics 112	General Physics	4 s.h.
*Mathematics 141	Plane Trigonometry and College Algebra I	5 s.h.
*Mathematics 142	College Algebra II and Analytic Geometry	5 s.h.

d. Physics

*Mathematics 141	Plane Trigonometry and Algebra I	5 s.h.
*Mathematics 142	College Algebra II and Analytic Geometry	5 s.h.
*Mathematics 220	Calculus I	5 s.h.
*Physics 111	General Physics	4 s.h.
*Physics 112	General Physics	4 s.h.
*Physics 211	Mechanics	4 s.h.
*Physics 222	Thermodynamics	4 s.h.



GUIDELINE 2: The program should have depth in at least one area of science,

with courses chosen for maximum relevance to the high school science curriculum.

a. Science - Biology Concentration

*Biology 230	Comparative Anatomy	4 s.h.
*Biology 310	Genetics	3 s.h.
*Biology 320	General Microbiology	4 s.h.
*Biology 420	Embryology	3 s.h.
*Biology 430	Vertebrate Physiology	3 s.h.
*Biology 432	Cell Physiology	3 s.h.
Biology 242	Plant Taxonomy	3 s.h.
Biology 411	Histology and Microtechnique	3 s.h.
Biology 450	Parasitology	3 s.h.
Chemistry 301	Organic Chemistry	5 s.h.
Chemistry 302	Organic Chemistry	5 s.h.
Mathematics 130	Plane Analytic Geometry	3 s.h.
Biology 460	Seminar (selected topics)	1 s.h.

Note: (Basic core of biology courses is the same for the biology major as for those in teacher education.)

b. Science - Chemistry Concentration

*Chemistry 200	Analytical Chemistry	5 s.h.
*Chemistry 202	Analytical Chemistry	5 s.h.
*Chemistry 301	Organic Chemistry	5 s.h.

Note: (Attention is given to essential concepts in Physical Chemistry.)

Additional course offerings may be elected from other selected courses.

c. Chemistry

*Chemistry 200	Analytical Chemistry	5 s.h.
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*Chemistry 202	Analytical Chemistry	5 s.h.
*Chemistry 301	Organic Chemistry	5 s.h.
*Chemistry 401	Physical Chemistry	5 s.h.
*Mathematics 220	Calculus I	5 s.h.
*Mathematics 230	Calculus II	5 s.h.

d. Physics

*Physics 302	Electricity	4 s.h.
*Physics 311	Magnetism	4 s.h.
*Physics 411	Optics	3 s.h.
*Physics 421	Introduction to Modern Physics	3 s.h.
Physics 212	Mechanics	4 s.h.
Physics 412	Electronics	3 s.h.
Physics 422	Introduction to Modern Physics	3 s.h.
*Mathematics 302	Differential Equations	3 s.h.
*Mathematics 230	Calculus II	3 s.h.
*Mathematics 431	Advanced Calculus I	3 s.h.

GUIDELINE 3: The program should include a sufficient basis and preparation

for later graduate study in a particular science area.

- a. Science - Biology Concentration - This program provides sufficient preparation for graduate study, if students elect additional mathematics offerings.
- b. Science - Chemistry Concentration - This program provides sufficient preparation for graduate study if students elect additional mathematics.
- c. Chemistry - This program is designed for students who expect to attend graduate school and is quite adequate for this purpose.
- d. Physics - This program is designed for students who expect to do graduate work in physics and mathematics.



## Social Studies

The subject matter preparation for a prospective social studies teacher includes a total of 42 semester hours, or approximately 34 percent of the total undergraduate program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide a study in depth, at the college level, of courses in the high school curriculum.

*Social Science 110 and 120	Foundations of Contemporary Western Civilization	6 s.h.
*History 211 and 212	Ancient and Medieval History	6 s.h.
*History 211 and 222	United States History	6 s.h.
American History electives		6 s.h.
European History electives		3 s.h.

GUIDELINE 2: The program should take into account the necessity of having breadth in the social studies.

*Economics 210	Principles of Economics	3 s.h.
*Geography 210	Principles of Geography	3 s.h.
*Political Science 210	Introduction to American Government	3 s.h.
*Electives in Political Science		3 s.h.
*Sociology 210	Principles of Sociology	3 s.h.
*Electives chosen from economics, geography, political science and sociology		6 s.h.

GUIDELINE 3: The program should enable the prospective social studies teacher to pursue graduate studies in one or more areas in the field of the social studies.

The completion of the programs described in Guidelines 1 and 2 qualifies the prospective teacher to enter a graduate program leading to the degree of Master of Social Science, or to enter some graduate programs in history.



## Geography

The subject matter preparation program for a prospective geography teacher includes 30 semester hours in geography, or approximately 25 percent of the undergraduate curriculum; the preparation in history consists of 21 semester hours, or approximately 17 percent of the total undergraduate program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide a study in depth, at the college level, of courses in the high school curriculum.

*Social Science 110 and 120	Foundations of Contemporary Western Civilization	6 s.h.
*History 221 and 222	United States History	6 s.h.
*History 332	History of the Negro in the United States	3 s.h.
*History 311	Modern Europe, 1500-1815	3 s.h.
*History 312	Modern Europe, 1815-1914	3 s.h.
*Geography 210	Principles of Geography	3 s.h.
*Geography 212	Earth Science	3 s.h.
*Geography 222	Economic Geography	3 s.h.
*Geography 312	Geography of Anglo-American	3 s.h.
*Geography 331	Weather and Climate	3 s.h.
*Geography 431	Geography of Africa	3 s.h.

GUIDELINE 2: The program should take into account the necessity of having breadth in the social studies.

*Political Science 210	Introduction to American Government	3 s.h.
*Sociology 210	Principles of Sociology	3 s.h.

GUIDELINE 3: The program should enable the prospective social studies teacher to pursue graduate studies in one or more areas in the field of social studies.



*Geography 322	Geography of Hispanic America	3 s.h.
*Geography 411	Geography of Europe	3 s.h.
*Geography 432	World Resources and History	3 s.h.
Geography 311	Political Geography	3 s.h.
Geography 332	Map Making and Interpretation	3 s.h.

#### History with Social Studies Minor

The subject matter preparation programs for a prospective history teacher consists of 36 semester hours (including the two three semester hour courses in the core curriculum in world civilization), or approximately 29 percent of the undergraduate curriculum; the preparation in the general social studies minor includes 21 semester hours distributed among economics, geography, political science, and sociology.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should provide a study in depth, at the college

level, of courses in the high school curriculum.

*Social Science 110 and 120	Foundations of Contemporary Western Civilization	6 s.h.
*History 211 and 212	Ancient and Medieval History	6 s.h.
*History 221 and 222	United States History	6 s.h.
History 311	Modern Europe, 1500-1815	3 s.h.
History 312	Modern Europe, 1815-1914	3 s.h.
*History 321	The Period of National Development in the United States, 1789-1865	3 s.h.
*History 322	The Era of Industrial Development and Reform	3 s.h.
*American History electives		3 s.h.
*European History electives		3 s.h.





History 401	Europe Since 1914	3 s.h.
History 411	European Diplomatic History	3 s.h.
History 231	Russia Under the Monarchy, 1850-1917	3 s.h.
History 232	Contemporary Russia	3 s.h.
History 412	Foreign Relations of U. S. Since 1900	3 s.h.
History 422	Emerging African Nationalism Since 1945	3 s.h.
History 431	History of North Carolina	3 s.h.
History 490	Seminar in History (Honors Course)	3 s.h.

GUIDELINE 2: The program should take into account the necessity of having

breadth in the social studies.

Four areas are studied (economics, geography, political science, and sociology).

Three courses in one area 9 s.h.

Two courses in one area 6 s.h.

One course in one area 3 s.h.

One course in one area 3 s.h.

GUIDELINE 3: The program should enable the prospective social studies teacher

to pursue graduate studies in one or more areas in the field of the social studies.

The requirement of 36 semester hours in history, with a balance between

European and American history, enables the prospective teacher to pursue graduate study in history.

### C. PROFESSIONAL EDUCATION

The Undergraduate program in professional education is designed for students preparing to teach in areas on the secondary level or in special subjects. The



requirements include 24 semester hours, or approximately 20 percent of the undergraduate curriculum. This work is distributed as follows in respect to the guidelines:

GUIDELINE 1: The professional education program should provide an understanding of the normal sequences of human growth and development, with special emphasis on the pupils of the school age to be taught.

*Education 310	Pupil Development	3 s.h.
Education 411	Human Growth and Development	3 s.h.

GUIDELINE 2: The professional education program should provide an understanding of the nature of learning, the learning process, and the psychology of learning.

*Education 460	The Senior Semester in Teacher Education	15 s.h.
(Work in the psychology of learning and evaluation)		

GUIDELINE 3: The professional education program should provide an understanding of methods, special techniques, and materials appropriate to the specific levels or areas of the prospective teacher's subject-matter concentration, and skill in applying them in a classroom situation.

*Education 460	The Senior Semester in Teacher Education	15 s.h.
(Work in materials and methods and teaching of reading)		

Other courses which support this guideline are available.

GUIDELINE 4: The professional education program should provide an understanding of the purpose, organization, and administration of school systems, with special emphasis on the role of the school teacher in the total education program.

*Education 200	Introduction to the Study of Education	3 s.h.
*Education 300	The Secondary School	3 s.h.



GUIDELINE 5: The professional education program should provide a broad historical, philosophical, and sociological orientation to schools in our society and to the profession of teaching.

Education 200	Introduction to the Study of Education	3 s.h.
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Other elective courses contribute to this guideline.

GUIDELINE 6: The professional education program should provide an extended period of continuous full-time student teaching experience in the grade levels or subjects to be taught.

Education 460 (Seven weeks of full-time student teaching)	Senior Semester	15 s.h.
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## STANDARD V--PROFESSIONAL LABORATORY EXPERIENCES

### A. PURPOSES AND OBJECTIVES

The objectives of professional laboratory experiences were developed by the college staff involved in student teaching and state that the specific objectives are to further the professional development of students by:

1. Relating acquired knowledge to observed school practices.
2. Applying educational principles to actual teaching-learning situations.
3. Assuming the full responsibilities of a professional person.
4. Having the benefit of continuous and systematic evaluation by responsible supervisors.
5. Making a continuous self-evaluation of his total fitness for teaching.

### B. ORGANIZATION OF STUDENT TEACHERS

Student teaching is part of the "senior semester in teacher education," a full semester in the senior year when the prospective teacher is involved only with professional experiences.

During the first part of this semester the student spends seven weeks in on-campus instruction and two weeks in off-campus observation and participation experience.

During the last half of the semester the student does student teaching for eight weeks and has a one week post-student teaching seminar. The arrangement of student teaching includes progressive assumption of teaching until a full teaching load is carried, full time teaching ordinarily for at least four weeks, and the seminar of individual and group conferences. The schedule for student teaching is designed to provide a minimum of 115 clock hours of directed observation, conferences, and participation in areas other than actual teaching and a minimum of 115 clock hours of actual teaching.





The Director of Student Teaching, a member of the Department of Education, is a member of the Teacher Education Council and serves as chairman of the council's subcommittee on admission to teacher education. His office, the Office of Student Teaching, handles placement of student teachers from all areas except home economics and library science. For these two programs, he serves as a liaison person on placement. In general, the Director of Student Teaching administers the overall student teaching program.

There is no campus laboratory school so all student teaching is done at off-campus schools.

#### C. PRE-STUDENT TEACHING EXPERIENCES

After four weeks during the first half of the professional semester, students engage in a two week observation experience at the school where they will later do student teaching. During this period the student completes a series of structured assignments designed to promote relation of theory to observed practices. In general, pre-student teaching experiences include (1) study of individual pupils, (2) development of lesson plans, (3) evaluation of procedures, (4) observation of library usage and audiovisual usage, and (5) observation and participation to become generally acquainted with the overall school program.

#### D. ADMISSION TO STUDENT TEACHING

Eligibility for student teaching is based on previous admission to the teacher education program and meeting the following requirements:

1. Filing of an application for student teaching during the spring semester of the junior year or in September of the senior year.
2. Attainment of a grade point average of at least 1.6 in the teaching area.
3. Full attainment of approved status in teacher education.
4. An overall 1.00 grade point average and a 1.00 average in English.



5. Must have the "approval" of the college supervisor in the particular area.
6. The student must be able to complete the requirements in his teaching field by the end of the year in which he does student teaching.
7. In addition to the application, the student must express a genuine interest in student teaching.

#### E. COOPERATING SCHOOLS

Cooperating schools are selected by the Director of Student Teaching.

Criteria on which selection is made include:

1. Accreditation by the North Carolina State Department of Public Instruction.
2. Proximity of the school to the College.
3. Presence in the school of exceptional programs or superior teachers.
4. Agreement of school administrative officials with the principles of sound student teaching experiences.
5. Special recommendation by faculty members.
6. Students' requests for special schools on personal reasons.

Students in library science are assigned only to schools recommended by the Dean of the School of Library Science and home economics students are placed only in schools approved by the State Home Economics Office.

#### F. SUPERVISING TEACHERS

Supervising teachers are selected by the Director of Student Teaching in consultation with the designated school official. The standards for selection as supervising teacher include:

1. The teacher must have a Class "A" or higher certificate.
2. The teacher must have had a minimum of two years teaching experience.



3. The teacher must express a willingness to participate in the College's student teaching program.
4. The teacher must be unqualifiedly recommended by authorized school personnel.
5. The teacher's schedule must provide breadth in the student teacher's area of specialization.

Only one student teacher is assigned to a supervising teacher during any semester. In a few areas, a supervising teacher may have two student teachers during the year, one each semester.

#### G. ORIENTATION OF SUPERVISING TEACHERS

An annual conference of supervising teachers and principals is held on the campus. At this conference all members of the senior semester staff participate, discussions on the student teaching program are held, and there are area meetings for teachers and administrators.

The College also provides each supervising teacher with a comprehensive packet of material on the College's student teaching program.

Supervising teachers are paid \$50 for each student teacher supervised. These funds are secured through a student teaching fee of \$50 charged by the College of the students.

#### H. SUPERVISION BY THE COLLEGE

The College has four general supervisors and 12-14 special supervisors, depending on the teaching areas of enrolled student teachers. Every student teacher is visited by a general supervisor and a special supervisor.

Teaching loads of supervisors are reduced according to the number of students supervised, on the ratio of four students to three semester hours. This means that a full-time supervisory load is 20 student teachers.



College supervisors' expenses when supervising are paid by the College.

I. PROGRAM OF EVALUATION

All student teachers must submit a written evaluation of their total student teaching experience after completion.

Supervising teachers and college supervisors also evaluate the effectiveness of the program and the performance of the student teacher.

The College periodically evaluates the effectiveness of the student teaching program through follow-up studies.

Students receive one letter grade for the entire senior professional semester of 15 credit hours. This grade represents a composite of the ratings given by the senior semester staff, college supervisors, and supervising teacher.

No student who receives a failing rating on the directed teaching part of the senior semester will be recommended for certification nor will any student whose composite rating is below "C".





## STANDARD VI--FACILITIES, EQUIPMENT, AND MATERIALS

### A. BUILDING FACILITIES AND EQUIPMENT

The Department of Education is housed in a three-story brick building, constructed in 1955, containing 37,960 square feet of floor space. Also housed in the building are the Departments of Psychology and Geography. Other facilities located in the building include the Audiovisual Center, the Counselor Training Area, the Reading Center, the Data Processing Center, offices of the summer school, a large reception room, and an auditorium with a seating capacity of approximately 170. Three other departments, English, Health Education, and Philosophy, hold several classes in the Education Building.

#### 1. Offices

The general office of the Department of Education, located on the first floor, includes a suite of three connecting rooms. The outer office, assigned to the secretary of the Department, is equipped with a secretarial desk and chair, typewriter, two four-drawer files, a stencil drier, a large dictionary with stand, and four chairs for visitors. The inner office of the Chairman of the Department of Education is equipped with an executive desk, two bookcases, two tables, two four-drawer files, a folding work table and four chairs for visitors. The Educational Records Office, the third room in the suite, is equipped with three four-drawer files, a secretarial desk and chair, a bookcase, a metal storage cabinet, and six chairs for visitors. A Royal Scot Copymor Machine is also in this office.

Secretarial service consists of two full-time secretaries located in the general office suite, one half-time person for the Director of Student Teaching, one half-time person for the Director of the Audiovisual Service, and several students made available through the work-study program of the commerce department



or through the Economic Opportunity Program. In addition, the Director of Educational Research has one person who serves as an administrative assistant. These persons render services of varying types for the Department of Education.

Facilities for producing and duplicating materials are available. A mimeograph machine is available in the conference room; a second machine is located in the Educational Research Center; a duplicating machine is located in the Reading Center; and two photocopying machines are available. Some additional services are available through campus-wide facilities such as the Audiovisual Center.

The private offices of all members of the education faculty are located in the Education Building. A total of 15 offices are available. Thirteen offices are occupied by one faculty member each. Three are equipped to accommodate two faculty members and one is reserved for the use of visiting instructors during the summer session and for special uses during the regular session. Each private office is provided with an executive desk, a desk chair, side chairs, a bookcase and a filing cabinet. In addition, storage cabinets and/or storage space in closets are available.

## 2. Classrooms

There are 18 classrooms in the Education Building. Two are seminar rooms equipped with tables, side chairs, bulletin boards and chalkboards. These rooms can accommodate 12 to 16 students each. Five classrooms are equipped with tables and side chairs to accommodate 25 to 40 students. Ten classrooms are equipped with tablet arm chairs. All have adequate chalkboard and bulletin board space. Two of the ten classrooms are large rooms, each of which can accommodate 70 students. Venetian blinds and fluorescent lights are standard equipment. Chairs and desks are movable. The large reception room can be used for social activities and for seminars and conferences. The auditorium is used for small gatherings, faculty meetings, and large group instruction.



## B. LIBRARY RESOURCES

The central library, the James E. Shepard Memorial Library, houses approximately 143,673 volumes. The library staff consists of 16 persons, of which eight are professionally trained.

Additions to library holdings are based on recommendation of the faculty and library staff. Requests by individual faculty members are usually followed. It was reported in the College self-study that 18,278 books and 1,656 bound volumes have been added in areas concerned with teacher education within the past two years. Holdings reported as concerned with the broad subject areas concerned with preparing secondary school teachers, as of November 30, 1964, show a total of 69,480 books, 8,437 bound periodicals, and 19,650 reference type volumes. Of the 69,480 books, 8,404 books could be classified as professional education volumes. The titles of 246 periodicals in subject areas were listed as periodicals regularly subscribed for by the library.

A program of inter-library cooperation with the Duke University Library and the Louis R. Wilson Library of the University of North Carolina makes the total library resources of three institutions available to faculty and students.

A budget for teacher education at North Carolina College is regularly provided. During the 1961-62 fiscal year, a total of \$10,528 was spent for professional education and related subject area library books and a total of \$975 was spent for subscriptions to educational periodicals. In 1963-64, the total library budget was \$58,072. The total library appropriation for 1964-65 is \$49,635. The 1964-65 library budget for the Department of Education was approximately \$2,000. In comparison the 1964-65 budgets for other departments were as follows: Art, \$700; Biology, \$1,100; Chemistry, \$900; Commerce, \$1,100; English, \$1,700; and lesser



amounts for other departments. In addition, \$790 was budgeted for the Curriculum Materials Center. The budgeted amounts do not include periodicals and binding.

### C. CURRICULUM MATERIALS CENTER

The Curriculum Materials Center is located on the second floor of the James E. Shepard Memorial Library. Adjacent to the stacks, it is a large room equipped with shelves, tables, and chairs. The Center is directed by the Reference Librarian who now devotes only part time to general library circulation and reference work. She is assisted by one part-time clerk.

The Center was established in 1964-65 as a cooperative arrangement between the Department of Education and the Library. Long range plans in terms of objectives, holdings, personnel, and financing the Center have not been officially adopted.

The following materials are located in the Curriculum Materials Center:

1. Textbooks on the approved list of instructional materials issued by the North Carolina State Department of Public Instruction for secondary schools and some elementary school texts in special areas such as art, music, health and physical education, and library science.
2. Supplementary text (elementary and secondary) for selected subjects.
3. Vertical file material--pamphlets, clippings, pictures, charts, maps, posters and booklists.
4. Courses of study and curriculum guides from departments of public education in various states.
5. Selected units of learning arranged by subject areas, specific units and grade level.
6. Multiple copies of some free and expensive materials.
7. Catalogs of free and inexpensive materials.
8. Bulletin board materials.
9. Testing materials.





A larger collection of tests and inventories are presently located in the Bureau of Educational Research on the second floor of the Education Building. All students have access to these materials within the rules set up by the Bureau which limits the use of the tests by undergraduates to those recommended by instructors. The latest inventory reveals a wide variety of tests and testing aids.

A depository for some materials of instruction is now located in a large conference room in the Education Building. These materials, for the most part, are professional periodicals and miscellaneous papers. Students may use the room any time that it is not being used for conferences or classes.

#### D. SPECIAL FACILITIES

The Audiovisual Center, located in the Education Building, is a centralized pool of teaching resources with four major functions (1) instruction, (2) A-V service to all college classes, (3) production of teaching materials, and (4) publication and research.

Among the materials and equipments are motion pictures, filmstrips, slides, phonographs, charts, exhibits, demonstrations, closed-circuit television, recordings, and overhead projectors.

Consultation services and technical assistance provided include selection, acquisition, production, and distribution of teaching materials and equipment.

Screens are found in a large number of classrooms. One room has been partly reserved for projecting materials. An overhead projector and screen remain in Room 201, Education Building, and the Education Auditorium is equipped for use of projected materials, including slides. A screen remains in the Education Auditorium at all times. Other rooms of the AV Center include storage space, a listening room, a graphic arts room, and a maintenance room. The recording studio is equipped with two rack-mounted tape recorders, one radio, one disc-cutter, one record player, two professional microphones and one piano. These



facilities enable one to record live from microphones, radio, or from disc and to dub-in sound effects or music. The equipment in the recording studio is electronically connected and controlled. In addition, there is one photographic darkroom completely equipped with two enlargers.

The closed-circuit television facilities are available and include a teaching studio, receiving stations in six buildings, a film chain, a control room, an office-conference area, a workroom, and storage rooms.

The teaching studio consists of approximately 1200 square feet of space, contains no windows, and is air conditioned. It has high ceilings to provide for adequate lighting and lighting controls. It is equipped with classroom facilities essential to the accommodation of a variety of teaching situations. The studio contains a two-camera television chain. Student operators are trained to man these cameras.

The control room houses the master controls and monitors. It is adjacent to the teaching studio and separated from it by a glass panel which permits full viewing of the studio. The film chain is in the control room. It consists of a pedestal-mounted console pick-up TV camera which flanks a multiplexer in a lazy susan fashion, along with slide and motion picture projectors. Additional facilities are available in the teaching studio for rear projection when necessary and desirable.

The workroom is equipped for producing instructional aids and for preparing a variety of types of props. The office-conference room provides office space for the studio manager and for conferences with teachers.

The studio facilities are located in the Commerce Building. The auditorium in that building has been converted into a television teaching studio, control room, office-conference room, workroom, and storage space. Receiving stations



are located in two rooms in the Education Building, two rooms in the Classroom Building, the Biology Building Lecture Hall, and two rooms in the Science Building. A television projector is located in the auditorium of the Education Building. An intercommunication system is incorporated in the facilities, so that students in the receiving rooms may direct questions to the television teacher. These questions and the answers given by the TV teacher can be heard by all students in each of the other receiving rooms.

The Reading Skills Center is provided for use of freshmen and seniors enrolled in the teaching of reading in the secondary school. Materials and equipment available include books appropriate for developing reading skills, SRA reading laboratories, and numerous audiovisual aids such as film projectors, opaque projectors, filmstrips and filmstrip projectors, and controlled readers.

While private offices provide space for personal conferences and small conferences of three to five persons, two seminar rooms are available for conferences of larger groups of ten or twelve persons. Two conference rooms are in the Guidance Center and another small conference room is available in the Special Education Center. A large conference room is located on the first floor of the Education Building. It is furnished appropriately and provides an informal setting for many meetings, social gatherings, as well as conferences of a group nature.

One station wagon and one six-passenger automobile are owned by the College and are available to the Department of Education. They are used in connection with career and college days, visiting student-teacher centers, attending educational meetings and other official meetings.

Exhibit space is provided in the James E. Shepard Memorial Library and in the corridor of the Education Building where two bulletin boards, enclosed with



glass, are available. The large conference room on the first floor of the Education Building is often used for large exhibits. Exhibit space in each building concerned with teacher education is also available and is used by students and teachers for appropriate exhibits.

#### E. CONTEMPLATED CHANGES

The following changes were reported as contemplated.

1. Use of the Curriculum Materials Center will be expanded to provide broader experience for teacher candidates in curriculum development. A larger supply of curriculum materials including curriculum studies and courses of study will be made available as resource materials.
2. An observation room, located on the third floor of the Education Building, will be utilized more fully as a laboratory in which student teachers may gain pre-service observation experience.
3. Plans are being made to explore the possibility of utilizing closed circuit television for more effective instruction in professional educational courses which are offered prior to the student teaching "block" as well as for instruction in the student teaching "block."
4. New media other than closed circuit television will be evaluated with a view toward adapting it for the instructional program.
5. Capital improvements approved by the 1963 General Assembly but in various stages of completion are as follows: completion of a language laboratory with 80 stations, air conditioning of the central library, establishment of the closed circuit television facilities, completion of a storage building, a dormitory for 300 men (scheduled for completion in the fall of 1965), a dormitory for 400 women (scheduled for completion in February, 1966), completion of a cafeteria (scheduled for September, 1966),





a student center (scheduled for completion in February, 1967), renovation of the Administration Building, and an addition to the Science Building.

6. Capital improvement recommendations to the North Carolina General Assembly for 1965-67 with implications for professional education include the following: air conditioning of the Education Building and five other facilities, renovations to the Fine Arts Building, addition to the Science Building, two dormitories to house 400 women each, dormitory for 200 men, fine arts building, addition to Home Economics Building, and President's Residence.

F. FACILITIES, EQUIPMENT, AND MATERIALS: BY AREAS

Art

The Art Department is housed on the second and third floors of the Fine Arts Building. There are three studio rooms, a lecture room, and two offices. The rooms are not designed for art laboratory experiences; and, except in the area of art history, equipment is badly needed for studio instruction.

Business Education

Eight general classrooms and four typing rooms are available for the business education and/or business administration department.

Audiovisual equipment is available for business faculty use. Equipment of this kind has not been purchased specifically for use by the business department.

Curriculum materials are partially housed in the main library. Faculty keep their personal books and materials in their own offices.

The number of office machines available for teaching purposes is partially adequate.

English

Two classrooms, equipped with lecterns, desks, chalkboards, desk dictionaries and electrical outlets are available in the classroom building for the English



Department. In addition, three classrooms in the Commerce Building, similarly equipped, are used by the Department on a part-time basis. Six faculty members, including the chairman, have private offices. Others are assigned to three offices which accommodate four or five persons.

Audiovisual materials particularly applicable to the English program include the following:

1. Selected albums of plays, poetry, and dramatic readings.
2. Audiovisual machinery and operators available from the Audiovisual Center, which is unusually well equipped to assist the English Department in this respect.
3. The library contains 17,641 books and 613 periodicals directly related to English and useful at both the undergraduate and graduate levels.

#### Health Education

Health education classes are taught in the education classroom building and in the classrooms of the men's gymnasium. All classrooms are adequately equipped. Each of the four faculty members is assigned to an adequately equipped private office.

Audiovisual machines and materials, including films, filmstrips, recordings, tapes and transparencies, are available in adequate quantities and qualities to the faculty through the central audiovisual office.

The Central Library contains a good collection of books in the area of health education. However, there is a need for additional volumes. Current professional journals and publications are available. The Department does not have a regular allotment for books. Requests are submitted to the librarian who orders the books as his budget permits.



The Department has materials in the Curriculum Materials Center. This, however, is a recent addition and its needs are still great.

### Home Economics

The Department is housed in a building designed for this program. The building contains two full floors plus a large area in the basement designed for heavy work, such as furniture repair, upholstery work, painting and the like.

On the first floor are the child development laboratories with kitchen; lecture room; offices for head of department and secretary; large reception room with kitchenette (used for dual purposes); three offices used by area supervisors and secretary (employees of the State Department of Public Instruction); maid facilities and faculty lounges.

On the second floor are the clothing and foods laboratories; storage areas; student lounge; two classrooms; and three offices.

Exhibit cases are located on both floors used for display purposes and the viewing public.

The basement is soundproof. It was designed for use in home furnishing and management so that noise would not disturb other areas. Some laundry equipment is located in this laboratory.

There is a small outdoor play space for the children enrolled in the nursery school. Storage for outdoor equipment is attached to building. The child development laboratory is adequate for the enrollment. There is a viewing area for unseen observation by students enrolled in the course. Simple, yet nutritious food is prepared in a small adjacent kitchen for the enrollees. The equipment is practical and fairly adequate.

There is good storage throughout the building. The building is well maintained, the furnishings colorful and appropriate, and the facilities are used by the students.



Much of the equipment is modern. In amounts and variety the furnishings appear to be fairly adequate.

Each instructor has some storage space. Some teaching materials are supplied through the department budget, however instructors add to the collection annually through the addition of free or inexpensive publications.

A separate house is used for group living, practicum purposes and laboratory experiences. The house, built for this purpose, was turned over temporarily to the president as a residence and this experience was returned to the old home management residence, which in turn, had become a faculty residential facility.

A small budget is allotted to the department annually for consumable supplies and replacements.

Some equipment for showing slides and films are in the department. However, the staff relies upon the Visual Aid Department for much of this type of equipment.

The librarian has been cooperative in purchasing some new references in this area annually. The home economics education instructor relies largely upon free materials and textbooks for supplementing her courses.

Latin

One classroom, equipped with lectern, desks, chalkboards, and electrical outlets, is available in the Education Building for Latin. Office space is shared with members of the modern language departments.

Materials are adequate for the present program.

Library Science

The School of Library Science is located on the top floor of the Library. Facilities include three classrooms, equipped with lecterns, desks, chalkboards and electrical outlets; a student study room with study desks; a room that houses





the duplicating equipment; a storeroom for supplies; and individual offices for all faculty members.

The library of the School includes a smattering of professional library materials, books for children and youth, and ephemeral materials. These resources are housed in the stacks, the study room, and in faculty offices. Cataloging and classification of the materials is incomplete. Many of the materials in this laboratory collection are old, out of date, or badly worn. There is no evidence that there are sufficient professional library materials to adequately support the library science courses offered by the School.

Students in the School have access to the library's collections of books, periodicals, and other materials; however, these materials are not a part of the School of Library Science laboratory collection.

The School has done little to incorporate the concept of the library as a center for instructional materials. Students have access to the Audiovisual Center; however, there appears to be little planned cooperative instruction between the two media services. The School offers no courses in non-print media; nor are library science students required to take any audiovisual courses.

#### Mathematics

Eight classrooms equipped with a teacher's desk, students' desks, and chalkboards in the Science Building are used by the Department of Mathematics. Three members have individual offices and two members share one office. One office has three desks with two regular members assigned one desk each and the third desk used by the four visiting members.

Audiovisual aids and materials are not used to any appreciable extent.



The central library contains a collection of books suitable for the mathematics program and additional materials are available through the inter-library cooperative program with Duke University and the University of North Carolina.

A very significant facility is the data processing equipment possessed by the Department and used for instructional purposes and research.

#### Modern Foreign Languages

For the modern language departments, five classrooms equipped with lecterns, desks, chalkboards, and electrical outlets, are available in the Administration Building, six classrooms in the Commerce Building, and one in the Health Building. Four faculty members share an office suite in the Administration Building. There are two other office groupings in the same building, five faculty members in one large office, four in another. In the Commerce Building the six faculty members in Spanish share three desks.

The language laboratory, located in the Commerce Building, has 80 student positions, 56 of these fully equipped with recording and play-back. It is a cartridge type laboratory with remote control of student positions.

Audiovisual materials may be secured from the audiovisual center to be coordinated with the civilization courses. Taped materials for elementary courses are available. There are few materials available for intermediate and advanced courses.

The central library contains a collection of books adequate for the programs in the three modern languages.

#### Music

The Music Department, housed in the Fine Arts Building, uses four classrooms, equipped with lecterns, chairs, chalkboards, and pianos. All members of the Music Department have private offices. Nine practice rooms are available for student use,



two large rehearsal rooms are available for ensembles, and an auditorium containing an 18-rank Tellers organ is available for teaching purposes and practice use. The Department has a total of 26 pianos, one pipe organ, and an adequate number of brass instruments.

The music library contains a relatively large collection of books on music, including a number of complete collections of works of important composers. However, the card catalog shows an insufficient number of texts and resource books in music education. Very few books published in the past ten years are found to be included in the collection.

Neither the curriculum center nor the music library contain a sufficient number of public school music books. Neither collection contained copies of the State-adopted texts in music and only a few supplementary texts are available for student use.

#### Physical Education and Health

The Department of Physical Education is housed in two separate buildings, a gymnasium for men and another for women. There are three offices in the men's gymnasium and two in the gymnasium for women. In each case, with one exception, two staff members are assigned to an office. In the exception, there are three. All offices are adequate. Equipment such as files, typewriters, desks, tables and chairs is available in each. Adequate duplicating machines and materials are available for all staff members.

Both gymnasiums are satisfactorily equipped and have good locker and shower facilities for the students and faculty. The swimming pool, satisfactory for instructional purposes, is located in the women's gymnasium. A splendid and well-equipped dance studio is located in the Fine Arts Building.



The men's gymnasium has three classrooms equipped with desks, chalkboards, and electrical outlets, and one experimental laboratory, which is partially equipped, but is in the process of being completely equipped.

An adapted physical education classroom and a gymnastics room, both satisfactorily equipped, are also located in the men's gymnasium.

Audiovisual machines with film, filmstrips, slides, recordings, transparencies and tapes are available through the central audiovisual office.

Classroom supplies are poor for the size of the program. Great need was seen in each of the buildings in this respect.

The central library contains a good collection of books in the areas of physical education, health education and recreation education. However, there is need for additional volumes, and especially for additional copies. Current professional journals and publications are available in satisfactory numbers.

The Department has materials in the Curriculum Materials Center. This, however, is a recent addition and is still being developed.

### Science

#### Biology

Biology is taught in a modern building, devoted entirely to biology, which contains many well-equipped, all-purpose science rooms and a number of well-equipped research laboratories. Recent funds were made available to purchase equipment in the area of physiology. Each faculty member is provided with a private office with the exception of two, who share an office.

#### Chemistry and Physics

These subjects are taught in the chemistry-physics building which also has adequate well-equipped laboratories.





## Social Studies

Eight classrooms, equipped with lecterns, desks, chalkboards, and electrical outlets, are available in the classroom building. However, only four of the classrooms are equipped with maps.

The two senior professors have private offices. One part-time member, serving also as Dean of the Graduate School, does not occupy a history office. Four faculty members share one office and two part-time teachers share another. All the offices are served by two telephones. A part-time secretary serves the Department. Four graduate assistants and a few undergraduates in the Economic Opportunity Program are also assigned to the Department.

The library contains a basic collection which the Department considers adequate for instructional purposes. The proximity of Duke and UNC enlarges the potential range of library material available.

The materials center is inadequate, containing only 21 items in the social studies area.

## Geography

Two classrooms, assigned to the Geography Department, are adequately equipped for basic instruction in geography. Only minimal laboratory equipment is available. Each faculty member has an office.

Since the Department is only three years old, the library holdings are very basic. The present appropriation for the Department is \$300.



## GRADUATE PROGRAMS

### STANDARD I--OVERALL POLICIES

#### A. PURPOSES AND OBJECTIVES

The 1957 statute that defines the overall purposes of North Carolina College at Durham includes "such graduate and professional instruction as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations made therefor". Until 1963 this included certain master's programs and a Doctor of Education program. The 1963 General Assembly defined the Consolidated University of North Carolina as the only tax-supported institution authorized to award the doctorate.

The graduate program in teacher education has continuity with the guidelines that direct the teacher education program on the undergraduate level. The graduate program is aimed at expanding the instructional proficiencies which the student has previously gained and in providing qualified holders of the bachelor's degree with a more substantive command of their special fields. The broad general training on the undergraduate level in the study of the school and society and the growth and development of the child are foundational to the work that a student will take on the graduate level.

The graduate program is designed to develop scholarship and cultivate interest and skill in research. It aims to develop analytical and hypothetical thinking, encourage independent study, and develop original and critical thinking as well as the application of scientific methods to immediate and concrete circumstances. The Graduate Faculty Handbook sets forth purposes and policies of the Graduate School.

North Carolina College offers the following curricula in teacher education at the graduate level:



1. The Master of Education Degree in Elementary Education

The student in this program may prepare for general elementary school teaching or may take the Master of Education Degree in Elementary Education with a concentration in Special Education. The latter program prepares the student for teaching in the area of the exceptional child on the elementary level.

2. The Master of Arts Degree in Education

The student may do his work for the Master of Arts degree in any one of the following programs:

- a. Elementary education
- b. Guidance and counseling
- c. School administration and supervision
- d. Secondary education
- e. Audiovisual directors program

The areas in the Department of Education from which a minor may be selected by persons seeking graduate certification with a subject matter major area are:

(a) administration and supervision, (b) guidance and personnel work, (c) secondary education, (d) history and philosophy of education, and (e) special education.

The teaching areas in which a major may be taken are: art, biology, chemistry, commerce, economics, English, French, general science, health education, history, home economics, library science, mathematics, music, physical education, sociology, and Spanish. Graduate programs in teacher education are provided in all of these areas except art, general science, health, and Spanish.

The graduate program in education also includes a one-year professional program for the training of school administrators and supervisors.



## B. ORGANIZATION AND ADMINISTRATION

All graduate study at North Carolina College is under the jurisdiction of the Graduate School. Figure 11 presents schematically the organizational structure for the development and execution of policies governing graduate programs in teacher education. The Graduate Council, whose chairman is the Dean of the Graduate School, formulates and implements policies governing graduate programs--such aspects of the program as admission requirements, advisement, and standards for completion of the degree programs.

The Graduate Council, the regulatory body of the Graduate School, has the responsibility of formulating the basic academic policies and requirements of the Graduate School. This is done in conformity with the minimum standards prescribed by the Conference of Southern Graduate Deans and the basic philosophy of the institution. Special functions of the Council include the approval of thesis projects, the assignment of thesis advisors, the appointment of thesis committees, the admission of students to candidacy, and the adjudication of academic appeals and petitions. It is also the responsibility of the Graduate Council to review graduate policies, curricula, programs, and to recommend changes as needed.

The Graduate Council is composed of one representative from each department offering graduate programs. The Department of Education is one of 13 departments offering graduate work and has the responsibility of implementing the several graduate curricula for teachers, administrators, and service personnel. This responsibility is fulfilled under the general regulations of the graduate school as adopted by the Graduate Council and administered by the Dean.

The Chairman of the Department of Education, who is also Chairman of the Council on Teacher Education and responsible for administering the undergraduate teacher



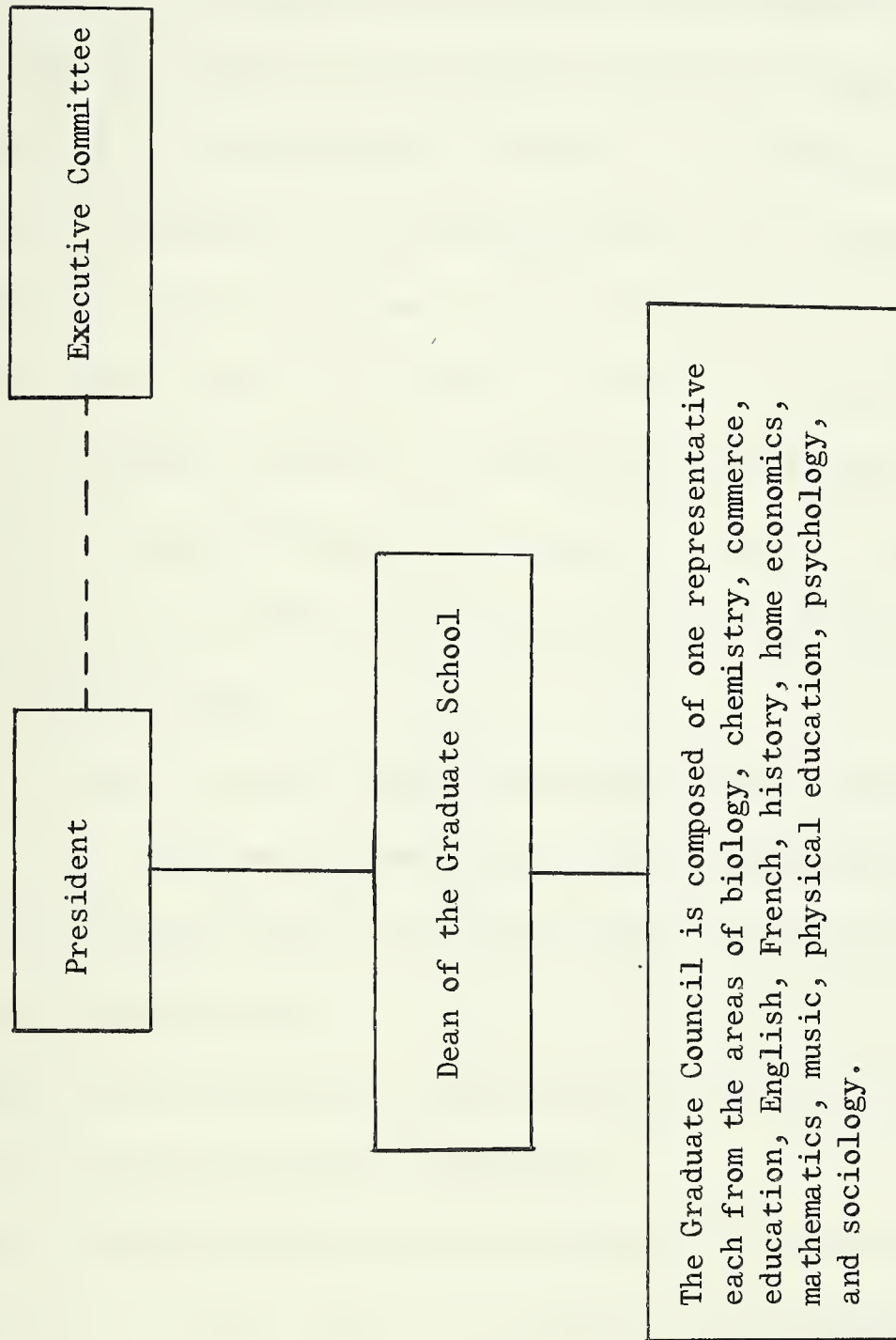


education program, is a member of the Graduate Council. This official assists the Dean in presenting the recommendations of the department to the Graduate Council and has the responsibility of administering its policies relating to graduate teacher education.

The Dean of the Graduate School, within the scope of her authority, acts upon matters relating to the graduate program in the area of teacher education as presented to her by the Chairman of the Department of Education and the Graduate Council. Where policy is involved relative to graduate teacher education, and in other appropriate cases, the Graduate Dean presents, with her advice, the recommendations of the Graduate Council to the President.



FIGURE 3: THE ORGANIZATION OF NORTH CAROLINA COLLEGE FOR GRADUATE EDUCATION





## STANDARD II--STUDENT PERSONNEL PROGRAMS AND SERVICES

### A. ADMISSION TO GRADUATE SCHOOL

A candidate is ordinarily admitted to a specific program when admitted to the Graduate School. The standards and procedures for admission include:

1. The student's application for admission and his official undergraduate transcript must be submitted to the Dean of the Graduate School at least 30 days in advance of the registration date of the semester or summer session in which he proposes to begin his degree work. A student who applies late or whose application has not been evaluated before registration may be permitted to enroll as a temporary degree-seeking student in the appropriate graduate department but degree credit for graduate courses is not granted unless the student meets the requirements for admission to the Graduate School.
2. The applicant's overall undergraduate average must be at least "C" and his record must show the completion, with an average of "B" or better, of an undergraduate major of at least 30 semester hours in the area of the proposed graduate major.
3. An applicant for admission to the Graduate School may be required to take an English proficiency examination.
4. A degree-seeking applicant may be required to take the Graduate Record Examination or other tests of their potential for graduate work, particularly in the area of their graduate major, and to submit official reports of his scores to the Graduate Office as a part of his admissions credentials.
5. Applicants intending to pursue graduate teacher education curricula must submit official reports of their scores on the National Teacher



Examination to the Graduate Office as a part of their admission credentials. A minimum score of 500 on the common examinations will be required as of 1965-66.

In addition to the standards listed above, applicants for the graduate professional program for school administrators must have a cumulative college average of "B" or better and a recommendation from a State or local school official stating that the applicant possesses school leadership potential.

## B. TRANSFER POLICIES

### 1. Program Transfers

Students who have pursued graduate work at the College under one program and wish to transfer to another program may transfer contingent upon the approval of the student's advisor and upon the recommendation of the Department of Education.

### 2. Admission of Transfer Students

- a. A maximum of six semester hours of transfer credit toward a graduate degree is allowable upon the recommendation of the department chairman and the approval by the Graduate Dean. The student must apply for the transfer credit and submit official transcripts showing the credit. The transfer credit, however, does not reduce the residence requirement.
- b. Credit for extension courses earned at other schools may not be transferred as degree credit but may be transferred as credit on deficiencies, upon the recommendation of the departmental chairman.

## C. RETENTION REQUIREMENTS

The continued pursuit of courses in a graduate program is dependent upon:

1. Completion of course work with a passing grade recognized by the College (H or P).





2. Completion of course work within time limitations.

D. REQUIREMENTS FOR DEGREES

1. Requirements for the Master of Arts and Master of Science Degrees

- a. Bachelor's degree from an approved institution.
- b. The minimum score on the National Teacher Examination required by the State in which the candidate seeks certification.
- c. Candidate must hold or be qualified to hold the Class "A" Undergraduate Teaching Certificate.
- d. Completion of the specific requirements of the teaching certificate for which the candidate wishes the institution to recommend him.
- e. A reading knowledge of one modern foreign language. Successful completion of a course in statistics may be substituted for this requirement in physical education, home economics, commerce, and Education. This requirement must be satisfied prior to admission to candidacy.
- f. Admission to candidacy for the Master's degree.
- g. Completion of 30 semester hours of course work, 18 to 21 of which must be in the department of the major and 9 to 12 in the department of the minor.
- h. A written examination in the field of the major.
- i. A thesis.
- j. An oral examination covering the thesis.

2. Requirements for the Master of Education Degree

- a. A bachelor's degree from a recognized institution.
- b. A North Carolina Primary or Grammar Grade "A" Certificate or the equivalent.



- c. Admission to the Graduate School.
- d. Successful completion of the following:
  - (1) Courses in the area of Elementary Education (15-21 semester hours).  
This includes Education 572 (Statistics) and the written project.
  - (2) Courses in graduate subject matter (15-21 semester hours).
  - (3) Total semester hours requirements (36 semester hours).
- e. Admission to candidacy.
- f. A comprehensive examination in the field of Elementary Education.
- g. A completed library or field project.

E. STUDENT ADVISEMENT

The advisement of students prior to the selection of curricula occurs through correspondence, printed material, conferences, and orientation meetings.

After selection of a curriculum, students are advised by a person in the chosen area.

F. NUMBER COMPLETING CURRICULA IN 1964

Master of Arts	12
Master of Education	52
Minors by Academic Departments	
Biology	5
Chemistry	0
Commerce	4
English	8
History	3
Home Economics	3
Music	2



Physical Education	9
Psychology	2
Sociology	1

#### G. RECORDS SYSTEM

The central system of records, including personal and professional information on all graduate students, is maintained by the Graduate Office. The Education Records Office also maintains a system of records for graduate students in education.

A folder for each graduate student in the Education Records Office includes:

1. Letter of admission
2. Program of study showing grades for each course as completed
3. Results of comprehensive, oral, and national examinations
4. Progress through the program
5. Miscellaneous items which may vary from student to student, e.g., correspondence, records of conferences.

The Office of the Registrar has for each student:

1. Transcript(s) of previous work
2. Grades earned in courses pursued at North Carolina College
3. A record of the application for admission to the graduate school.

#### H. MINIMUM RESIDENCE AND TIME LIMIT REQUIREMENTS

The minimum residence requirement is one academic year or two semesters or thirty-six weeks of summer attendance.

Requirements for any program must be completed within a period of six years.

#### I. STUDENT LOAD

To be classified as a full-time student, the student's program must contain a minimum of nine semester hours. The maximum load for graduate students in the



regular program is 12 semester hours and nine semester hours in summer school.

In-service teachers are permitted to register for no more than one course in any one semester.

J. RECOMMENDATION FOR CERTIFICATION

Recommendation of candidates for certification originates in the Department of Education. The Department of Education makes its recommendation to the Graduate School, which forwards the recommendation to the Office of the Registrar for transmittal to the State Department of Public Instruction.





## STANDARD III--FACULTY

### A. TOTAL GRADUATE FACULTY

The College's personnel policies governing the employment of new members of the faculty, promotions, tenure, salary scale, teaching load, qualifications for graduate teaching, and retirement are uniform for all schools and departments.

The Graduate Faculty Handbook defines the responsibility of the graduate faculty in these words:

The graduate faculty is composed of members of the regular institutional faculty who, by virtue of their training or interest or both, have been appointed to teach graduate courses and to supervise master's theses. To be eligible for a continuing appointment, a faculty member must have the Ph.D. degree or the equivalent and must have had at least two years of experience as an outstanding teacher of advanced undergraduate courses. The members of the graduate faculty, within their respective departments, prescribe and plan the graduate courses to be taught with the approval of the Graduate Council.

At times, in order to staff the graduate faculty with persons with high levels of competence or who possess some special or unique training, visiting teachers are employed.

Table 11 provides summary data for the graduate faculty.



TABLE 11

## SUMMARY DATA ON CHARACTERISTICS OF THE GRADUATE FACULTY

	<u>Number</u>	<u>Total</u>
A. Teachers handling graduate offerings, 1964-65	64	64
B. Degrees		
Terminal degrees	49	
Master's degrees and work beyond	14	
Law Degrees	1	64
C. Departments		
Biology	5	
Chemistry	3	
Commerce	8	
Education	18	
English	5	
French	4	
History	4	
Home Economics	2	
Mathematics	5	
Music	2	
Physical Education	4	
Psychology	1	
Sociology	3	64
D. Ranks		
Professor	42	
Associate professor	6	
Assistant professor	9	
Instructor	7	64
E. Employment status		
Full-time	48	
Visiting	15	
Part-time	1	64
F. Years employed		
0- 5	40	
6-10	5	
11-15	11	
16-20	6	
21-25	1	64
G. Age distribution		
20-29	5	
30-39	10	
40-49	24	
50-59	23	
60-70	2	



B. FACULTY POLICIES

1. Salary

Salary scales for the various ranks are as follows:

Instructors . . . . .	\$5,000 - \$ 7,000
Assistant Professors. . . . .	6,000 - 8,500
Associate Professors. . . . .	7,000 - 10,000
Professor . . . . .	8,000 - 12,000

2. Retirement

Any member of the administration, faculty, or staff may retire voluntarily upon becoming 60 years of age. Retirement at the age of 65 is mandatory unless the employee is requested by the College to remain in service.

3. Promotions

At North Carolina College promotion is not considered as an automatic right based on length of service. A number of factors such as (a) educational qualification, (b) teaching experience, (c) demonstrated teaching ability, (d) ability to direct research in one's field, and (e) evidence of continued growth are considered.

4. Public Activities

The graduate faculty is frequently called upon to render service to their scholarly associations of their academic disciplines. Papers are read before these associations and book reviews are made by the faculty. North Carolina College provides part payment for travel to the meetings of these associations and faculty member or members attend each year.

The graduate faculty also renders local and state service on committees related to community and state problems.

The Graduate School places a high premium on scholarly research as is evidenced by the large number of publications of scholarly research credited to members of the graduate faculty.



#### 5. Faculty Upgrading

The College has upgraded the faculty, during the past three years, by employing nine persons with the earned doctorate.

#### 6. Visiting Professors

The College maintains a visiting teacher's budget for the purpose of securing, as the needs arise, qualified persons with special competencies. During the regular term, these selected persons come from Duke University and the University of North Carolina. The need for special instructional services for the increased enrollment of persons in the teacher education curricula in elementary education during the summer sessions is met, in part, through the employment of visiting teachers.

#### 7. Policy on Leaves

North Carolina College permits leaves for academic study, research and Government employment. These leaves are usually granted for one year and subject to renewals.

The College has no policy on granting leaves on full or part salary for further study.

The College has a policy by which teaching loads may be reduced for research on campus with no reduction in pay.

The College has no policy on sabbatical leaves.





## STANDARD IV--CURRICULA

The College is authorized to provide such graduate and professional instruction as may be approved by the State Board of Higher Education. Under this authorization, the College is providing and requests approval for its undergraduate programs for elementary school teachers; secondary school and special subject teachers of biology, business education, chemistry, English, French, history, home economics, librarian, mathematics, music, physical education, sociology, and special education; and for the special service positions of principal, supervisor, counselor, and audiovisual director.

### A. ELEMENTARY SCHOOL TEACHERS

The graduate program for elementary school teachers may be pursued under either of two graduate degree programs--the Master of Arts Program in Elementary Education or the Master of Education Program in Elementary Education. The Master of Arts Degree in Elementary Education requires 30 semester hours of course work, a thesis, and statistics or a foreign language examination. The Master of Education Degree in Elementary Education requires 36 semester hours of course work, with no specific requirement relative to thesis or a foreign language examination.

There is no undergraduate program in elementary education. The graduate program has few people enrolled in it during the regular academic year but a sizeable number of persons during the summer sessions.

#### The Master of Arts Program in Elementary Education

GUIDELINE 1: The program should broaden the teacher's understanding of the purpose and role of the elementary school.

*Education 540	Social Foundations of Education	3 s.h.
*Education 510	Psychological Foundations of Education	3 s.h.



\*Education 520 Elementary Education in the U.S. 3 s.h.

GUIDELINE 2: The program should extend the teacher's understanding of the nature of the learner and learning process.

\*Education 510 Psychological Foundations of Education 3 s.h.

\*Education 571 Thesis No credit

Education 572 Introduction to Elementary Statistics 3 s.h.

(Required for those persons who choose this course as the alternative to a foreign language examinations.)

GUIDELINE 3: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

The thesis requirement enables the student to gain many skills in research techniques.

GUIDELINE 4: The program should extend and deepen the teacher's ability to work effectively with the content areas of the elementary school curriculum.

\*Education 521-522 Investigations and Trends in Teaching in the Elementary Schools 6 s.h.

GUIDELINE 5: The program should provide for concentrated study in one or more of the instructional areas of the elementary school curriculum.

The student is required to choose a total of 12-15 semester hours from two of the following subject areas (at least 9 semester hours in one area):

<u>History</u>	<u>Sociology</u>	<u>English</u>	<u>Physical Education</u>
572	510	400	511
564S	511	503	522
580S	531	552	531
			550



<u>Music</u>	<u>Mathematics</u> (Proposed)	<u>Biology</u> (Proposed)	<u>Chemistry</u> (Proposed)
520	401	403-E	Chemistry 405 ES
521	402	404-E	Chemistry 406 ES
532	403	405-E	
540			

Master of Education Program in Elementary Education

GUIDELINE 1: The program should broaden the teacher's understanding of the purpose and role of the elementary school.

*Education 510	Psychological Foundations of Education	3 s.h.
*Education 540	Social Foundations of Education	3 s.h.
Education 507	Curriculum	3 s.h.
Education 544	Philosophy of Education	3 s.h.

GUIDELINE 2: The program should extend the teacher's understanding of the nature of the learner and learning process.

*Education 510	Psychological Foundations of Education	3 s.h.
*Education 572	Introduction to Elementary Statistics	3 a.h.

GUIDELINE 3: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

Research reports and term papers and the Master of Education project required of all students are activities that contribute to this guideline.

GUIDELINE 4: The program should extend and deepen the teacher's ability to work effectively with the content areas of the elementary school curriculum.

*Education 521-522	Investigations and Trends in Teaching in the Elementary School	6 s.h.
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\*Education 524

Activities in Elementary Education 6 s.h.

GUIDELINE 5: The program should provide for concentrated study in one or more of the instructional areas of the elementary school curriculum.

The student must select 15-21 semester hours from at least two subject areas with nine semester hours from one area.

B. SECONDARY SCHOOL AND SPECIAL SUBJECT TEACHERS

For secondary school and special subject teachers, 60 percent of the master's degree work (18 semester hours) is required to be taken in the subject field and 30 percent of the work (9 semester hours) is required to be in professional education. This leaves 10 percent (3 semester hours) as elective work that may be taken in the subject field or in professional education.

Subject field areas in which graduate concentrations are offered include biology, business education, chemistry, English, French, history, home economics, mathematics, music, physical education, and sociology.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should broaden the basic understanding of the learner and the learning process.

Education 510	Psychological Foundations of Education	3 s.h.
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Education 511	Human Growth and Development	3 s.h.
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GUIDELINE 2: The program should assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects.

Education 553	Investigation and Trends in Teaching in the Secondary School	3 s.h.
* or Education 554		





### Biology

*Biology 570	Seminar in Biology	1 s.h.
*Biology 580	Research in Biology	1-6 s.h.
*Biology 590	Thesis	3 s.h.

### Business Education

*Education 570	Procedures in Educational Research	3 s.h.
*Commerce 590	Thesis	3 s.h.

### Chemistry

*Chemistry 560	Seminar in Organic or Inorganic Chemistry	1 s.h.
*Chemistry 570	Research in Chemistry	1-6 s.h.
*Chemistry 590	Thesis	3 s.h.

### English

*English 500	Literary Research and Bibliography	3 s.h.
*English 590	Thesis	3 s.h.

### French

*French 550	Seminar	1 s.h.
*French 590	Thesis	3 s.h.

### History

*History 501	Historical Method and Bibliography	3 s.h.
*History 590	Thesis	3 s.h.

### Home Economics

Home Economics 520	Research Techniques in Home Economics	3 s.h.
* or		
Education 570	Procedures in Educational Research	
*Home Economics 590	Thesis	3 s.h.



Mathematics

\*Mathematics 590 Thesis 3 s.h.

Music

\*Music 590 Thesis 3 s.h.

Physical Education

\*Physical Education 530 Seminar 1 s.h.

\*Physical Education 590 Thesis 3 s.h.

Sociology

\*Sociology 460 Sociological Statistics 3 s.h.

\*Sociology 470 Research Methodology 3 s.h.

Sociology 590 Thesis 3 s.h.

GUIDELINE 3: The program should extend the teacher's understanding of the

basic educational philosophies and school curriculum patterns.

Education 540 Social Foundations of Education  
\* or 3 s.h.  
Education 544 Philosophy of Education

GUIDELINE 4: The program should provide for concentrated study in the teacher's

subject field or fields.

Biology

\*Biology 432 Cell Physiology 3 s.h.

\*Biology 512 Genetics 3 s.h.

Plus elective.

Business Education

\*Commerce 541 Marketing 3 s.h.

\*Commerce 522 Improvement of Instruction in  
Social Business Subjects 3 s.h.



*Commerce 561	Improvement of Instruction in Typewriting and Office Machines	3 s.h.
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Plus electives.

### Chemistry

No specifically required courses, however, a concentration in chemistry requires a minimum of 20 semester hours of work in chemistry. This work must be balanced between inorganic, organic, and physical chemistry.

### English

*English 501	History of the English Language	3 s.h.
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*English 503	The Development of Modern English	3 s.h.
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Plus electives.

### French

*French 510	The Development of Modern French	3 s.h.
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*French 521	The Nineteenth Century French Novel	3 s.h.
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French 512	Literature of the Renaissance	3 s.h.
* or		

French 562	Medieval French Literature	
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*French 541	Lyric Poetry in the Nineteenth Century	3 s.h.
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French 511	Explication De Textes	3 s.h.
* or		

French 532	Contemporary French Literature	
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### History

*History 541	Modern Europe, 1815-1914	3 s.h.
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*History 542	Modern Europe Since 1914	3 s.h.
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*History 562	U. S. History, 1865-1900	3 s.h.
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*History 572	U. S. History Since 1900	3 s.h.
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Plus electives.



### Home Economics

*Home Economics 503	Craft Design	2 s.h.
*Home Economics 570	Evaluation in Home Economics	3 s.h.
*Home Economics 530	Curriculum Planning in Home Economics	3 s.h.

Plus electives.

### Mathematics

*Mathematics 421	Introduction to the Theory of Probability and Statistics	3 s.h.
*Mathematics 441	Linear Algebra	3 s.h.
*Mathematics 504	Introduction to Higher Geometry	3 s.h.
*Mathematics 521	The Theory of Numbers	3 s.h.

Plus electives.

### Music

*Music 501	Modern Harmony and Form	3 s.h.
*Music 541	Music in the Tothic, Baroque, and Renaissance Periods	3 s.h.
*Music 542	Music in the Classical, Romantic, and Modern Periods	3 s.h.
Music 550 * or Music 560	Band Arranging Choral Arranging	3 s.h.

Plus electives.

### Physical Education

*Physical Education 500	Physiology and Muscular Activity	3 s.h.
*Physical Education 501	Advanced Organization and Administration of Physical Education	3 s.h.
*Physical Education 511	Adapted, Restrictive, and Corrective Physical Education	3 s.h.









GUIDELINE 3: The program should extend the teacher's understanding of the basic educational philosophies and school curriculum patterns.

*Education 507	The Curriculum	3 s.h.
Education 540	Social Foundations of Education	
* or		3 s.h.
Education 545	School and Society	
or		
Education 544	Philosophy of Education	

GUIDELINE 4: The program should provide for concentrated study in the teacher's subject field or fields.

A minimum of 20 semester hours of graduate work in library science is required in the program exclusive of a project, or 26 semester hours with a project. The courses which are required are listed below. The program of studies beyond the basic required courses are to be approved by the Dean of the Library School.

*Library Science 521	General Bibliography	3 s.h.
*Library Science 531	Foundation	3 s.h.
*Library Science 541	Technical Services in Libraries	3 s.h.
*Library Science 542	Organization of Materials for Use	3 s.h.
Library Science 522	Literature of the Social Sciences	
* or		3 s.h.
Library Science 523	Literature of the Humanities	
or		
Library Science 524	Literature of the Natural Sciences	
*Library Science 514	The Library in the School	3 s.h.
*Education 451	Selection and Evaluation of Audio-Visual Materials	3 s.h.

Electives may be chosen from the following courses:

Library Science 511	History of Books and Libraries	2 s.h.
Library Science 512	Library Organization and Administration	3 s.h.



Library Science 516	The College Library	3 s.h.
Library Science 518	The Public Library	3 s.h.
Library Science 522	Literature of the Social Sciences	3 s.h.
Library Science 523	Literature of the Humanities	3 s.h.
Library Science 524	Literature of the Natural Sciences	3 s.h.
Library Science 533	Reading in the Library	3 s.h.

#### D. COUNSELOR

The program for the preparation of counselors leads to a master's degree in guidance and counseling.

Courses are related to guidelines as follows:

GUIDELINE 1: The program should provide a thorough understanding of the individual, including dynamics of human behavior and growth processes.

*Education 533	The Dynamics of Personal Behavior	3 s.h.
Education 510	Psychological Foundations of Education	3 s.h.
Education 511	Human Growth and Development	3 s.h.
Education 512	Theories of Learning	3 s.h.
Education 514	Mental Hygiene in Teaching	3 s.h.
Education 515	Problems of Mal-adjustment Among Children	3 s.h.

GUIDELINE 2: The program should provide professional competence directly related to the practice of school counseling.

*Educational Psychology 531	Theory and Techniques of Counseling	3 s.h.
*Educational Psychology 534	Occupational Theory and Practice	3 s.h.
*Educational Psychology 536	Analysis of the Individual - Methods and Techniques	3 s.h.



GUIDELINE 3: The program should extend the understanding of the basic educational philosophies and school curriculum patterns.

*Education 530	Principles and Organization of Guidance Services	3 s.h.
Education 540 (Recommended)	Social Foundations of Education	3 s.h.

GUIDELINE 4: The program should provide complete information regarding the philosophy, organization and administrative relationship of guidance services.

*Education 530	Principles and Organization of Guidance Services	3 s.h.
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GUIDELINE 5: The program should include a study of societal forces and cultural changes in the graduate areas of sociology, anthropology, economics, and international relations.

*Sociology 510	The Study of Society	3 s.h.
Education 540	Sociological Foundations of Education	3 s.h.
Economics 411	Problems of Economic Development	3 s.h.
Sociology 402	Cultural Anthropology	3 s.h.
Sociology 532	Dynamics of American Culture	3 s.h.

GUIDELINE 6: The program should include an emphasis on research and statistics.

*Educational Psychology 572	Introduction to Statistical Methods in Education	3 s.h.
*Educational Psychology 571	Seminar for Master's Degree	No credit

GUIDELINE 7: The program should provide laboratory and practicum experiences in counseling.

*Educational Psychology 537	Supervised Practicum in Counseling	3 s.h.
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## E. SUPERVISORS

GUIDELINE 1: The program should provide a thorough understanding of the nature of the learner and the psychology of learning.

Education 510	Psychological Foundations of Education	
* or		3 s.h.
Education 511	Human Growth and Development	
*Education 536	Analysis of the Individual	3 s.h.

GUIDELINE 2: The program should provide comprehensive study of the dynamics of human behavior.

*Education 514	Mental Hygiene	3 s.h.
*Education 533	Dynamics of Human Behavior	3 s.h.
*Sociology 522	Sociology of Small Groups	3 s.h.

GUIDELINE 3: The program should provide an understanding of curriculum development, including the bases for decisions in curriculum changes.

Education 510	Psychological Foundations of Education	
* or		3 s.h.
Education 511	Human Growth and Development	
*Education 544	Philosophy of Education	3 s.h.
*Education 507	The Curriculum	3 s.h.

GUIDELINE 4: The program should include a thorough grounding in the techniques of supervision.

*Education 502	Supervision of Instruction	3 s.h.
*Education 521	Investigations and Trends in Teaching in the Elementary School	3 s.h.
*Education 522	Investigations and Trends in Teaching in the Secondary School	3 s.h.

GUIDELINE 5: The program should provide acquaintance with the various phases of organization and administration involved in the operation of a school.



*Education 501	Basic Principles of Educational Administration	3 s.h.
*Education 503A	Elementary School Organization and Administration	3 s.h.
*Education 503B	Secondary School Organization and Administration	3 s.h.

GUIDELINE 6: The program should provide opportunities for graduate work in related areas, including work in subject specializations.

Students must complete a minimum of nine hours from related disciplines, such as sociology, history, psychology, English, science, etc.

GUIDELINE 7: The program should include an emphasis on research and use of appropriate statistics.

*Education 570	Procedures in Educational Research	3 s.h.
*Education 571	Thesis Seminar	No credit
*Education 572	Introduction to Statistical Methods in Education	3 s.h.

#### F. PRINCIPALS

GUIDELINE 1: The program should place some emphasis on the foundation courses.

Education 510 * or Education 511	Psychological Foundations of Education Human Growth and Development	3 s.h.
Education 540 * or Education 544	Social Foundations of Education Philosophy of Education	3 s.h.
Education 541	European Foundations of Modern Education	3 s.h.
Education 542	History of Education in the United States	3 s.h.
Sociology 510	The Study of Society	3 s.h.
Sociology 521	Culture and Personality	3 s.h.



GUIDELINE 2: The program should emphasize the areas of organization and administration.

*Education 501	Basic Principles of Educational Administration	3 s.h.
*Education 503A	Elementary School Organization and Administration	3 s.h.
*Education 503B	Secondary School Organization and Administration	3 s.h.

GUIDELINE 3: The program should include the areas of curriculum, instruction and supervision.

*Education 502	Supervision of Instruction	3 s.h.
*Education 507	The Curriculum	3 s.h.

GUIDELINE 4: The program should include cognate disciplines which contribute to the administrative competency as needed by the individual.

A student selects, under advisement, a minimum of nine semester hours from such cognate disciplines as sociology, political science, anthropology, economics, history, etc.

GUIDELINE 5: The program should include internship-administrative field experience.

Education 570	Procedures in Educational Research	3 s.h.
*Education 571	Thesis Seminar	No credit
*Education 572	Introduction to Statistical Methods in Education	3 s.h.

#### G. AUDIOVISUAL DIRECTOR

GUIDELINE 1: The program should provide the professional competencies in the area of educational communication.

*Education 517	Organization and Administration of Audiovisual Materials	3 s.h.
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\*Education 518                      Preparation and Use of New  
Media of Instruction                      3 s.h.

(Education 517 and 518 offered only in the summer)

One of the following:

Education 581                      Radio and TV in Education                      3 s.h.

Education 451                      Selection and Evaluation  
of AV Materials                      3 s.h.

Education 452                      Photography for Teachers                      3 s.h.

GUIDELINE 2: The program should place some emphasis on the basic foundation courses in education.

Three semester hours required:

Education 572                      Statistical Methods in Education                      3 s.h.

(Normally not counted for course credit. Usually substituted for language requirement.)

Education 510                      Psychological Foundations  
of Education                      3 s.h.

Education 511                      Human Growth and Development                      3 s.h.

Education 512                      Theories of Learning                      3 s.h.

Education 540                      Social Foundations of Education                      3 s.h.

Education 542                      History of Education in the U.S.                      3 s.h.

Education 544                      Philosophy of Education                      3 s.h.

GUIDELINE 3: The program should place emphasis on the areas of organization and administration.

GUIDELINE 4: The program should include the areas of curriculum, instruction, and supervision.

Two courses from the following:

Education 501                      Basic Principles of Administration                      3 s.h.





Education 503A	Elementary School Organization and Administration	3 s.h.
Education 503B	Secondary School Organization and Administration	3 s.h.
Education 502	Supervision of Instruction	3 s.h.
Education 507	The Curriculum	3 s.h.

GUIDELINE 5: The program should provide opportunity for electives to meet individual needs.

The student pursuing certification as an AV Director can select graduate courses in any department to meet needs and complete a minor of nine semester hours.

#### H. SPECIAL EDUCATION

##### Speech and Hearing

The graduate subject matter preparation for a prospective teacher of special education in the area of speech and hearing includes a total of 36 semester hours or approximately 60 percent of the master's degree program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should include an introduction to all areas of special education.

*Education 562	Introduction to Exceptional Children	3 s.h.
*Education 572	Introduction to Statistical Methods in Education	3 s.h.
*Education 514	Mental Hygiene in Teaching	3 s.h.

GUIDELINE 2: The program should require a depth in study sufficient to assure reasonable competence in the area of concentration.

*Education 560	Speech Pathology	3 s.h.
*Education 567	Phonetics	3 s.h.



*Education 566	Problems in the Teaching of Speech Correction	3 s.h.
*Education 568	Principles of Speech Correction	3 s.h.
*Education 565	Practicum in Special Education	3 s.h.
*Education 569	Methods and Materials of Teaching Lip Reading to Hard-of-Hearing Children	3 s.h.

GUIDELINE 3: The program should include work related to the areas of concentration.

The student selects, under advisement, 12 hours to be taken in related studies such as human growth and development, psychology, mental hygiene, sociology, etc., or in another subject area as English, biology, business education, history, etc.

GUIDELINE 4: The program should provide sufficient preparation for the later pursuit of graduate study in the area of concentration.

The institution states that the program described above provides depth and breadth sufficient for additional graduate study.

#### Mental Retardation

The graduate subject matter preparation for a prospective teacher of special education in the area of mental retardation includes a total of 24 semester hours or approximately 66 percent of the total graduate program.

Courses are related to the guidelines as follows:

GUIDELINE 1: The program should include an introduction to all areas of special education.

*Education 510	Psychological Foundations of Education	3 s.h.
*Education 514	Mental Hygiene in Teaching	3 s.h.
*Education 562	Introduction to Exceptional Children	3 s.h.



GUIDELINE 2: The program should require a depth in study sufficient to assure reasonable competence in the area of concentration.

*Education 561	Problems, Materials, and Methods in Teaching Slow-Learning Children	3 s.h.
*Education 564	Tests and Measurements in Special Education	3 s.h.
*Education 565	Practicum in Special Education	3 s.h.
*Education 563	Psychology of Exceptional Children	3 s.h.
*Education 511	Human Growth and Development	3 s.h.
*Education 525	Materials for Elementary School Teaching	3 s.h.

GUIDELINE 3: The program should include work related to the areas of concentration.

The student selects, under advisement, 12 semester hours to be taken in related studies such as human growth and development, psychology, mental hygiene, sociology, or in other subject matter areas as English.

GUIDELINE 4: The program should provide sufficient preparation for the later pursuit of graduate study in the area of concentration.

The institution feels that the program provides depth and breadth sufficient for additional graduate study.



## STANDARD V--PROFESSIONAL LABORATORY EXPERIENCES

### A. GUIDANCE

The Supervised Practicum in Guidance is designed to help counselors in training to combine theory with practice, and to afford opportunities to apply theoretical knowledge of guidance in practical situations.

Seminar sessions are held in addition to specific individual and group guidance activities carried on by the student in the cooperating institution. The number and type of activities must be mutually acceptable to the practicum supervisor, trainee, and cooperating institution. Counseling receives the major emphasis and a suggested list of possible supplementary practicum activities is provided.

Required report forms make it possible for the supervisor to be more helpful and reveal indications of the trainee's achievement during the practicum.

The practicum provides each student with intensively supervised counseling experiences and a chance to share the results of such experiences with his supervisor and peers. Major emphases are on the practical and applied aspects of counseling. Each student is required to demonstrate a knowledge of human behavior, as well as counseling theory and techniques, through familiarity with selected books and periodicals.

The supervisor determines, within the limits of available time, the number of seminar sessions to be conducted each term.

Each student receives a minimum number of regularly set, one-hour session appointments with his supervisor. The sessions are scheduled at least once per week and for additional periods of supervision as needed.

Each student must have at least one hour of counseling contact time per week for each semester hour of credit, and as many additional contact hours as time and available clients permit.





The student maintains a log of practicum activities, including brief summaries of counseling interviews, and tape records each counseling session, provided he has the client's consent.

#### B. SPECIAL EDUCATION

The practicum in special education provides opportunities for graduate students to have observation and actual teaching experiences under competent supervision. The pupils involved in practicum activities are classified as mentally retarded children.

Special attention is given to diagnostic testing, grouping, teaching procedures, selecting and constructing instructional materials for varying levels of ability, and record keeping. Appropriate measures are used for the evaluation of teaching materials and pupil progress.

During the orientation period, selected intelligence and achievement tests are administered to pupils. Performance indices are analyzed and used as bases for grouping within classes. This procedure also forms a basis for selecting materials and planning experiences to meet individual needs.

A post-test is administered at the end of the six weeks period to determine the degree and areas of progress of pupils.

Demonstration classes consist of approximately 15 educable mentally retarded children whose ages range from 8 to 12 years, and whose intelligence quotients range from 50 to 70. The classes represent a cross-section of pupils enrolled in special education classes in the city and county schools of Durham. Pupils are recommended by teachers of special classes and must have parental consent to enroll in the classes.



Graduate students enrolled in the practicum are required to plan, prepare, and teach carefully designed lessons to the entire group of pupils. The supervisor arranges daily and weekly teaching schedules for each student.

Each student is required to write and present a detailed case study of one pupil. No credit is given for the case study although it is a practicum requirement.

Students are required to attend classes on the basis of one hour per day for each semester hour of credit.

A practicum, similar in design, is conducted for graduate students concentrating in speech and hearing.

#### E. ELEMENTARY EDUCATION

Laboratory experiences in graduate elementary education are conducted as a practicum organized within the framework of a nine weeks course that provides opportunities for laboratory experiences involving the graduate student in (1) a study of learning theory, (2) observation, and (3) participation in supervised teaching.

The practicum is held on the third floor of the Education Building, where there are special facilities for observation and teaching. Some 60 pupils, ranging in age 7-13 and grades 2-8, spend six weeks in the laboratory setting during which time they are grouped and taught basic and enrichment subjects by graduate students (in-service teachers) under the supervision of three faculty members. The graduate students spend the remaining three of the nine weeks period with faculty members in planning and/or evaluating their work, which culminates in a written bound report.

#### D. LABORATORY EXPERIENCES FOR PRINCIPALS (Fifth-Year Program)

Laboratory experiences for principals in the fifth-year preparation program are conducted within the framework of Education 571, Seminar for Master's Degree.



A student qualifies for admission to the seminar when he has successfully completed the following: (1) educational statistics requirement, (2) approval of thesis outline, (3) admission to candidacy, (4) master's written examination, and (5) course work.

The purpose of the experience is to provide opportunity for the principal to plan and investigate an educational problem in educational administration. He may choose a problem from any one of eight critical task areas: (1) Instruction and Curriculum, (2) Pupil Personnel, (3) Staff Personnel, (4) Community Relations, (5) School Plant, (6) School Transportation, (7) Organization and Structure, and (8) School Finance and Business Management.

In the thesis seminar, the principal develops a proposal for implementing the study during a given semester. During a subsequent semester he implements the proposal in a local school situation under the supervision of his college advisor and his school superintendent or his designee.

Upon completion of the study and the presentation and defense of the thesis before a thesis committee, the principal receives three semester hours credit.



## STANDARD VI--FACILITIES, EQUIPMENT, AND MATERIALS

### A. LIBRARY RESOURCES

The James E. Shepard Memorial Library serves the undergraduate and graduate instructional programs at North Carolina College. No attempt is made to divide its holdings, reference materials, and other aids used in the preparation of teachers into graduate and undergraduate classifications. The inter-library cooperative arrangement with Duke University and the University of North Carolina at Chapel Hill makes the total library resources of three campuses available to the North Carolina College faculty and graduate students. The library has 66 carrells for use by graduate students.

The budget for the library is not allocated according to graduate and undergraduate budgets. Each department determines the amount that will be spent from its assigned portion of the library budget for graduate and/or undergraduate holdings. The total library budget for 1964-65 was \$49,635.

### B. OFFICES AND CLASSROOMS

There are two major offices that serve the academic advisement needs of the graduate students--the Graduate Office, located in the Administration Building, and the Education Office located on the first floor of the Education Building.

Teachers involved in the graduate programs are provided offices on essentially the same basis as reported for the undergraduate program. Office hours are posted and teachers are available for advisement purposes to graduate students on the same basis as to the undergraduate students.

The majority of the graduate courses offered at North Carolina College during the regular session are scheduled during the evenings and on Saturday mornings. Classroom space is provided for these courses.





Appropriate classrooms and laboratories are found in each of the buildings in which the graduate student's major emphasis is located.

C. FACILITIES FOR LABORATORY EXPERIENCES

All professional laboratory experiences of graduate students at North Carolina College are not conducted at North Carolina College. Laboratory experiences for the fifth year students are conducted in selected public schools of North Carolina. Teachers enrolled in the Institute for the Culturally Disadvantaged have their laboratory experiences in the public schools. Both groups must obtain the approval of their respective school superintendents. The experiences are under the direction of the student's area graduate professor who makes periodic visits.

On the second floor of the Education Building there is a special education laboratory. This room is equipped with 12 individual desks and chairs and two elementary school tables, a toilet, sink, with running water, a work bench (approximately 18 feet in length) individual open lockers, and a large compartment exhibit case. The laboratory also contains an observation room and a conference-testing-observation room with one-way view screens.

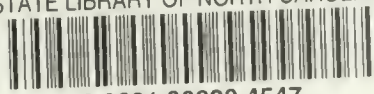
A classroom on the third floor of the Education Building, designed to provide laboratory experiences for graduate elementary students, is equipped with counter-top work area and under-counter storage space. One end of the room is provided with an observation gallery and a one-way view screen.

The audiovisual laboratory and the testing center are used by graduate students.

D. CONTEMPLATED CHANGES

The improvements planned in facilities, equipment, and materials apply to undergraduate as well as graduate programs.

STATE LIBRARY OF NORTH CAROLINA



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